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ABSTRACT

Based on the narrative reports submitted to the U.S. Office of Education, this annual report describes the operation of the Elementary and Secondary Education Act Title II Program (ESEA Title II) in FY 1973 in the 50 states, the District of Columbia, Puerto Rico, the Virgin Islands, American Samoa, Guam, the Trust Territory of the Pacific Islands, and areas under the jurisdiction of the Bureau of Indian Affairs. The narrative reports describe management practices in the administration of the program, developments and accomplishments of the program in support of curriculum and instruction, including its commitment to The Right to Read Program and services to private school children and teachers, and the critical needs still existing. Six tables provide statistics on expenditures, grants, and the number of State Department of Education personnel assigned to the program for the fiscal years 1966-1972. (JD)

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SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS

Title II, Elementary and Secondary Education Act
as Amended, Annual Report
Fiscal Year 1973

U.S. DEPARTMENT OF HEALTH,
EDUCATION, AND WELFARE
Caspar W. Weinberger, Secretary
Virginia Y. Trotter, Assistant Secretary for Education

Office of Education
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1 INTRODUCTION

Title II of the Elementary and Secondary Education Act of 1965 was designed to improve teaching and learning by providing school library resources, textbooks, and other instructional materials of high quality to pupils and their teachers in public and private elementary and secondary schools.

States operate their programs governed by plans approved by the U.S. Commissioner of Education. In fiscal year 1973 plans were in effect for 50 States, the District of Columbia, American Samoa, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Virgin Islands, and areas under the jurisdiction of the Bureau of Indian Affairs.

State (and other) plans include assurances of: administration of the program under relative need and selection criteria; equitable treatment of the private sector; and maintenance of effort.

The authorizations and appropriations of the program from its beginning through fiscal year 1973 are as follows:

Fiscal Year	Authorization	Appropriation
1966	$100,000,000	$100,000,000
1967	125,000,000	102,000,000
1968	150,000,000	99,234,000
1969	162,500,000	50,000,000
1970	200,000,000	42,500,000
1971	200,000,000	80,000,000
1972	210,000,000	90,000,000
1973	220,000,000	100,000,000

Up to 3 percent of the appropriations was reserved for the five outlying areas, the Bureau of Indian Affairs, and the overseas dependents' schools administered by the Department of Defense. The remainder of the appropriations was allotted to the 50 States and the District of Columbia on the basis of the number of children enrolled in public and private schools in each State in proportion to the national total of such children.

Among the significant trends in the title II program was the growing emphasis on Right-To-Read projects, many of them with evaluation components. In many States reading had the first priority, with a mandate to include plans to improve reading skills as a part of each title II project. Cooperative development of reading programs was increasing among school librarians, reading specialists, title II consultants, and media specialists.

Not only in reading, but in other subject areas, materials were selected for target groups, such as bilingual children, the disadvantaged, and the handicapped. To implement the Education Amendments of 1972, States amended their plans so that in the administration of title II equal consideration would be given to the needs of elementary and secondary school children for materials relevant to occupational education. Also, the impact of inquiry learning, individual study, ungraded classes, and other new techniques, plus the demands of new courses, many covering a wide range of social issues, created rising pressures for new and varied media. During the first 8 years of the program, expenditures for audiovisual media alone rose from 19 to 48 percent.

To meet these demands more communities established unified media programs, especially in elementary schools, and increased the number of media centers, in spite of limitations in trained manpower. Many schools increased the accessibility of media in the centers by adopting flexible scheduling and circulation and loan policies, extending open hours, and, in general, simplifying procedures to encourage individualized instruction and independent study.

Coordination of title II funds with those of other Federal programs in a single project continued. For example, titles I, II, and III of the Elementary and Secondary Education Act funded innovative projects for the economically disadvantaged. Model City funds were used in some instances to renovate media centers, which were supplied with materials by ESEA title II and with audiovisual equipment by NDEA title III. Not only were funds coordinated in consolidated projects, but an increasing number of State educational agencies administered ESEA title II and NDEA title III in the same department or used the same staff.

In the U.S. Office of Education, title II was administered during fiscal year 1973 in the School Media Resources Branch of the Division of Library Programs. For program administration, States and other participating areas were divided into five regions of the United States as follows:

Northeast	Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont
Southeast	Alabama, District of Columbia, Florida, Georgia, Kentucky, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, Puerto Rico, Virgin Islands
Upper Midwest	Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin

Mid-Continent Arkansas, Colorado, Idaho, Louisiana, Montana, New Mexico, Oklahoma, Texas, Utah, Wyoming

Western Alaska, Arizona, California, Hawaii, Nevada, Oregon, Washington, American Samoa, Guam, Trust Territory of the Pacific Islands, Bureau of Indian Affairs

This report summarizes the ESEA title II fiscal year 1973 Narrative Reports submitted by each State educational agency to the U.S. Office of Education. The examples from States cited to illustrate the various topics of the report are arranged in order by the geographic regions: Northeast, Southeast, Upper Midwest, Mid-Continent, and Western.

I. State Management of the ESEA Title II Program

Approved State plans remain in effect from year to year but are amended to reflect material changes in programs. In late 1973, the States and outlying areas began preparation for amending the State plans in accordance with the Education Amendments of 1972. Section 509 of P.L. 92-318 required that in administering the ESEA title II program, equal consideration be given to the needs of elementary and secondary schools for school library resources, textbooks, and other printed and published instructional materials to be used in instruction, orientation, and guidance and counseling in occupational education. Among criteria used by States to give the required assurances are:

a. Certification from school officials that in selecting materials requested for purchase under title II, equal consideration be given to needs for materials for instruction, orientation, and guidance and counseling in occupational education

b. Conduct of needs assessment for materials in these areas

c. Dissemination to school officials of the equal consideration requirement

d. Involvement of school guidance staff in the selection of materials for their own and pupil use

e. Preparation and dissemination of bibliographies of materials used in vocational education, guidance and counseling, and related fields

Inclusion of ESEA Title II in Comprehensive Planning

Title II coordinators in State departments of education in the Northeast

region continued in fiscal year 1973 to use a management-by-objectives system for program administration and also continued to be involved in statewide planning for education. Vermont began use of its Consolidated Grants Management Project application form for ESEA titles I, II, and III in four pilot school districts. Delaware also reported progress toward a combined project proposal form and uniform reporting procedure.

States in the Southeast region, as a result of management reviews and restructuring of departments of education, continued to implement comprehensive planning techniques involving the ESEA title II program. The Office of Planning, Research, Evaluation and Dissemination has coordinated activities which have resulted in the establishment of goals for education in Kentucky. The ESEA title II program thrust was analyzed and evaluated in the goals-development process. Additionally, the Department, coordinated again by the Office of Planning, Research, Evaluation and Dissemination, is cooperating with the Executive office for Finance and Administration in implementing a program budgeting system. The ESEA title II program was again considered in the development of the 1974-76 budget. All program units including ESEA title II were involved in the process of formalizing goals for the Department of Education.

In North Carolina, all programs and activities in ESEA title II have been incorporated into the overall comprehensive planning of the State education agency as a part of the American Management Association planning procedures. The effort involved the establishment of a mission statement, establishing priorities, specific objectives, strategies, and evaluation for the Department and each division within the Department. The 1972-73 yearly plan of the Division of Educational Media includes the objectives of ESEA title II and their implementation. Examples of the Division objectives, to be implemented by June 30, 1973, are below:

1 Twenty local education agencies will have developed and adopted long-range, comprehensive plans for system-wide, unified media programs and 10 local education agencies will have made significant progress in the implementation of their plan as indicated by statistical reports received by the agency and evaluation instruments to be developed by the Division of Educational Media.

2 The Division will have identified 1,000 media specialists who possess and exhibit a majority of the competencies enumerated in the GUIDELINES FOR PREPARATION OF MEDIA PERSONNEL or who are actively engaged in activities designed to provide these competencies.

3 Thirty local education agencies will be able to provide evidence of an increase in the review, the acquisition, and the utilization of media that support the areas of special State education agency emphasis (early childhood education, middle grade skills development, and career education), as indicated by reports received by the State education agency and through on-site observation.

4 After participation in staff development activities conducted or sponsored by the Division of Educational Media, 10 percent of the participants will have achieved the objectives of the experience to the degree that they have incorporated or have begun activity leading to the incorporation of the skills, attitudes, or concepts developed during the activity into their regular assignment.

5 The Division of Educational Media will work cooperatively in interdivisional and interagency efforts which will result in at least 30 local education agencies expanding or strengthening existing programs or developing new programs of emphasis.

Specific ESEA title II tasks are an integral part of the Division of Educational Media's yearly plan for media activities.

In all States in the Southeast, planning for ESEA title II included provision of materials for State priority programs.

In Georgia, basic planning for programs, including ESEA title II, begins within the unit and division responsible for the activity. The proposed program is then presented to the planning council, which is composed of representatives from each division within the Department of Education. At the planning council level, all program activities become interwoven into the total comprehensive program of the Georgia Department of Education. Once a program is adopted by the planning council, it is presented to the executive committee for consideration. The executive committee recommends approval to the State Board of Education. Having completed the cycle, the ESEA title II program is a part of the total education program of the Georgia Department of Education.

In South Carolina, assigned responsibilities for carrying out ESEA title II objectives have been greatly increased. During the past year, the library and media consultants were directly involved in all ESEA title II activities. The new project format involved subject area supervisors from the Elementary Office, the Secondary Office, and the Curriculum Section. One part of the new format was expressly

designed to provide the individual instructional materials needed to carry out special activities for clearly defined groups of children who indicated a measurable need for a special program.

In West Virginia, the superintendent of each local educational agency designated an ESEA title II coordinator, with communications going directly from the State ESEA title II office to these representatives as well as the county superintendents.

Comprehensive planning for education in the Upper Midwest is usually under the direction of an assistant superintendent for administration, while the ESEA title II program is under the direction of an assistant superintendent for curriculum and instruction. However, the ESEA title II program is definitely included in State educational planning. In North Dakota the title II program director was involved in the planning of a statewide reading assessment which is to serve as a basis for assessment in other basic subject areas. The title II administrators in Iowa assisted in planning State legislation for merging county school systems into a designated number of systems to provide services with educational media, and for the physically, mentally, and emotionally handicapped, as well as others.

Overall State planning incorporated cooperative efforts among State and local agencies for better relations and consolidation of efforts. The ESEA title II staff in Indiana sponsored a statewide motivation conference for school and public media personnel throughout the State, and assisted inservice activities for developing program, planning and budgeting systems in State and local educational agencies as mandated by the State legislature.

To carry out the statutory requirements of the ESEA title II program and to coordinate these with the priorities of the State, title II staff in Illinois, Michigan and Missouri outlined their management plans, which included goals, objectives, supporting activities, budgets, and evaluation.

Title II staff members in Kansas served as liaison members on the Standards Board Committee on Initial and Renewal Certification to study the feasibility of competency-performance-based certification programs for library media personnel. Study is continuing.

To attain one of the goals of the Arkansas State Department of Education, improvement of elementary and secondary education in local schools, the acquisitions for school libraries were increased with Federal and local funds. In Louisiana the Assistant Superintendent in charge of Management, Research and Finance and his staff had a major part in developing the formula for the distribution of funds to the parishes and city school systems. A completely revised

Montana ESEA title II State plan implemented in fiscal year 1973, reflected an extensive effort to coordinate title II program benefits with other State and Federal programs. The first goal of the Utah Instructional Media Division for fiscal 1973 was directly related to the overall agency goals. It is stated as follows:

> To assist districts in improving their educational capability through acquisition and effective utilization of media (with emphasis on individualization of learning, humanizing education, and on cost effectiveness).

Title II ESEA, as one of the important programs in the Instructional Media Division, played a vital role in implementing this goal and others that were closely related to it. The Administrator of the Division is also the administrator of the title II program. He serves on the agency Administrative Council and on an agency-wide committee for consolidation of funds. All annual plans of all divisions are scrutinized by the Administrative Council. Upon review and refinement, they are passed to the Deputy Superintendent for Instruction Services and then to the State Superintendent for approval. Title II contributions are important considerations in this planning procedure.

The Oklahoma title II staff participated in an accountability workshop which was designed to prepare State Department of Education staff to help implement a program of accountability in the local educational agencies. Within the framework of the Idaho State agency is a planning council with the assignment of developing long-range plans for agency implementation. The title II administrator serves on this council and also as a member of the department coordinating council.

In the territories of the Pacific area, the membership of departments of education is small, and staff tend to work more closely together than is possible in some States. The Supervisor of Library Services of American Samoa continues to be responsible for carrying out the title II objectives, which are a part of the department goals to provide resource materials to meet the educational, informational, and cultural needs in its public and private schools. The Board of Education of the Trust Territory of the Pacific Islands worked more closely with the education agency during the year, taking an active interest in libraries and the related needs of providing instructional and learning materials. Title II has played a major role in planning to meet these needs comprehensively.

The Oregon State Department of Education continues to stress the 11 priorities which determine the direction of all programs within the Department. Five of these are instruction related: Primary Education, Career Education, Adding the Fourth "R" (Responsibility), Extending

Educational Opportunity, and Improving Education for the Disadvantaged. The support and improvement of instruction in the five priority areas in all Oregon schools requires a carefully selected collection of instructional materials. Reading has been identified as the major component to achieve the goals in these areas. State Department of Education policy makes it mandatory that title II projects reflect a plan to improve reading competencies through the selection of appropriate and high quality materials for use in the areas of priority.

Relative Need Changes

Criteria for relative need are established on the basis of such factors as quantity, quality, recency, and accessibility of materials available to children and teachers; requirements of instructional programs and of children and teachers in special or advanced programs or with cultural or linguistic needs; adequacy of school staff and facilities for the administration of materials; general economic resources of school districts; and present and past efforts to provide materials in relation to total financial resources.

A number of northeastern States reviewed relative need criteria in fiscal year 1973 and made changes in their formulas to adjust to changing needs in the States. Connecticut uses as one element of its basic formula the number of children, age 5-17, in families with incomes of less than $2,000 and the number of children residing in foster homes or in families receiving Aid to Families With Dependent Children. These data have been constantly adjusted because of population mobility, fluctuation in the economy, and the employment market for adults. Rhode Island amended its formula in early fiscal year 1973, using a 50 percent per capita distribution but distributing the remainder according to volume count in relation to standards and statewide reading scores, with a 10 percent allowance reserved for the Rhode Island State Film Library. Massachusetts revised its formula because of a need to automate data collection and retrieval procedures and to show both need and effort of schools to provide nonprint media. During its first year of operation, the formula was well received by Massachusetts school personnel.

For the most part States in the Southeast region allocated 1973 program funds with little change in relative need formulas, since quite a few refinements had been made in the past 2 years. Florida eliminated the option which permitted local school divisions to distribute one-half of the available funds on the basis of the percentage of children from low income families in each school. It was felt that other programs specifically designed to aid these children were providing materials for their use, and the option was no longer needed. Because of many changes being made in the curriculum, Puerto Rico found it advisable to increase the proportion spent for textbooks from 34 to

47 percent for fiscal year 1973. North Carolina made supplemental allotments through the State agency and regional centers for a limited number of grants for specified needs. These included staff development materials, videotapes for career education and physical education, 16mm film collections, an early childhood materials collection center to be used as a demonstration center for 26 counties, and an allotment to supplement a grant from the National Endowment for Humanities to develop and evaluate African cultural materials for North Carolina public schools.

The Michigan reply to the question about adjustments in relative need sums up the posture taken by most Upper Midwest States:

> No changes in the relative need formula were made for fiscal year 1973 since it had been determined not to make drastic changes in the last year of the program under the present law. New priorities seem evident if we continue the same or a similar program for the next few years.

Nebraska, while making no substantive change in the formula, did adjust the graduated scale of point values from 1 to 8 rather than 1 to 5 in considering the economic need factor, and allowed additional consideration in local effort both for the small school districts choosing to channel their ESEA II allocations through educational service units, as well as for the larger districts employing paraprofessionals to assist their professional personnel.

North Dakota amended its relative need formula to delete $100 set aside for each special education class and to distribute 20 percent of acquisition funds on a per capita basis and 80 percent on the size of the library collection.

In Texas the formula for the distribution of funds to the local educational agencies was revised to reflect changes in priorities. Fifty percent of the funds will be allocated on the basis of average daily attendance; 20 percent on the formula of State aid to the public local educational agencies under the Minimum Foundation Program; and an amount of not less than 25 percent and not more than 30 percent based on the ESEA title I student allocation. The twenty Regional Education Service Centers will receive an amount not to exceed 5 percent for purposes of providing library resources, textbooks, and instructional materials selected to meet the priority needs of pupils and teachers of the State: (1) crime and drug education, (2) career education, and (3) health education. Public institutions which provide educational services for the handicapped, neglected, and delinquent will continue to receive funds based on the average daily attendance.

The fiscal year 1973 allocation provided for special grant projects in six Oklahoma elementary schools. Criteria for the selection of the schools specified that full time qualified media specialists and aides be employed for the two-year demonstration period. The grants provided $15,000 for school library resources; at least 50 percent of the funds was expended for newer audiovisual materials. These demonstration school media centers are providing the schools of the State with exemplary programs. In New Mexico, special project funds were limited to those schools whose proposals emphasized remedial reading programs, early childhood development, bilingual education, career education, drug abuse and social sciences.

Under the revised Montana State plan all eligible local educational agencies can receive a basic allotment as determined by the total amount of Federal funds available to Montana. Up to 50 percent of the allocation may be distributed to the local educational agencies based on the number of educationally disadvantaged children attending schools in the district; up to 20 percent may be distributed on an incentive basis. Those agencies that meet library standards in minimum numbers of titles and volumes and show awareness of library needs by securing personnel with library training to meet library standards are eligible to participate in the incentive allocations. Up to 50 percent of the allocation may be distributed on an enrollment basis.

Use of Advisory Committees

Advisory committees have assisted in the development of criteria and formulas used for the distribution of materials made available under title II according to relative need and have been helpful in interpreting the program to public and private school officials and the general public.

Delaware, Massachusetts, and New York reported studies made by their advisory committees of the relative need formulas. The uncertainty of title II funding caused some States to discontinue advisory committee activities; however, at least one State -- New Hampshire -- plans to reactivate the committee.

Involvement of advisory councils in the ESEA title II program varied from State to State in the Upper Midwest. Perhaps the most active one, in Iowa, revised its membership requirements and terms of office, developed a rotation plan for members, and divided into subcommittees to study loan terms, weeding and selection policies, and other policies of the 16 area media centers participating in the program. The advisory council in Illinois assisted in developing criteria for evaluating special purpose grant applications. The Kansas Library/Media Advisory Committee and five staff members of the State

Table 1. Grants to States and outlying areas for acquisition of school library resources, textbooks, and other instructional materials under ESEA title II: Fiscal year 1973

Total	$100,000,000
Alabama	1,576,446
Alaska	154,768
Arizona	880,504
Arkansas	899,666
California	9,555,979
Colorado	1,114,779
Connecticut	1,474,526
Delaware	284,778
District of Columbia	316,966
Florida	2,913,723
Georgia	2,138,801
Hawaii	395,231
Idaho	359,913
Illinois	5,372,023
Indiana	2,567,276
Iowa	1,409,424
Kansas	1,052,428
Kentucky	1,502,616
Louisiana	1,839,047
Maine	511,820
Maryland	1,976,418
Massachusetts	2,653,547
Michigan	4,607,269
Minnesota	1,989,124
Mississippi	1,051,644
Missouri	2,276,926
Montana	301,392
Nebraska	709,282
Nevada	251,573
New Hampshire	362,994
New Jersey	3,396,759
New Mexico	567,813
New York	8,159,503
North Carolina	2,299,340
North Dakota	305,974
Ohio	5,282,833
Oklahoma	1,212,516
Oregon	972,750
Pennsylvania	5,527,967
Rhode Island	441,064
South Carolina	1,250,369
South Dakota	339,742
Tennessee	1,772,102
Texas	5,596,863
Utah	584,952
Vermont	224,964
Virginia	2,154,844
Washington	1,650,100
West Virginia	783,532
Wisconsin	2,305,507
Wyoming	170,599
American Samoa	30,000
Guam	81,342
Puerto Rico	2,045,600
Trust Territory	96,064
Virgin Islands	43,693
Bureau of Indian Affairs	142,325

Table 2. Funds available and funds expended for State administration and for acquisitions under ESEA title II programs: Fiscal years 1966-73. 1/

Fiscal Year	Allotment	Administration		Acquisitions		Total Expenditure (Col. 3 & 5)	Percent of Allotment Expended
		Amount	Percent	Amount 1/	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1966	$100,000,000	$ 2,049,362	2.1	$ 95,298,079	98.0	$ 97,347,441	97.3
1967	102,000,000	3,885,118	3.8	95,745,032	96.2	99,630,150	97.6
1968	99,234,000	4,427,912	4.4	94,024,821	95.5	98,452,733	99.2
1969	50,000,000	3,047,522	6.1	46,153,184	93.8	49,200,706	98.4
1970 3/	42,500,000	2,431,133	6.5	34,913,640	93.6	37,344,773	87.8 2/
1971	80,000,000	3,281,932	4.1	67,343,321	95.9	70,625,253	95.9
1972	90,000,000	3,217,274	3.9	78,286,154	96.1	81,503,428	90.5
1973 4/	100,000,000	3,360,000	4.0	80,640,000	96.0	84,000,000	84.0
Total	663,734,000	25,700,253	4.1	592,404,231	95.9	618,104,484	93.1

1/ Some figures revised on the basis of new information.
2/ Includes expenditures for ordering, processing, cataloging, and delivering.
3/ In fiscal years 1970-73, a statutory amendment permitted carryover to the next year of unexpended funds.
4/ Estimated.

Department of Education served as an advisory task force developing a management-by-objectives system for instructional media.

Nebraska and Ohio utilized the same advisory council for ESEA title II and NDEA title III. In Louisiana advisory councils are being organized in the eight planning districts of the State. The councils will be composed of librarians and supervisors, appointed by the superintendent of the parish. One of the council's responsibilities is to provide a model school media center in each planning district.

The advisory committee in Arizona assisted in reviewing title II special-purpose projects and deciding which should be funded, as well as advising on other program matters.

In California, the ESEA title II advisory committee was used as a sounding board from the field on overall administration. It suggested changes and improvements in the management of the program, reviewed Phase II project applications and ranked them in a recommended funding order, and supplied information which could be used in evaluating the effectiveness of the program.

Nevada also employed the services of an advisory committee to review title II applications. Members of the committee assisted with project monitoring as well.

Expenditures

A. Acquisition

Data on expenditures under title II in fiscal years 1973 have not been collected from State departments of education; however, State allotments for fiscal year 1973 and total funds expended under the program over an 8-year period, including estimates for fiscal year 1973, are shown in Tables 1, 2, and 3, pages 11, 12, 15. The estimated reduction in percentage of funds expended in fiscal year 1973 is accounted for by the fact that $10 million of the funds appropriated for fiscal year 1973 were released to State departments of education in fiscal year 1974 (Table 2, column 6). Column 9 in Table 3 illustrates the continuing rise over the years in the percentage of title II funds expended for audiovisual materials.

Title II expenditures in fiscal year 1972 by pupil population groups shown in Table 4, page 16 indicate that relative need formulas were operative. Although low income children represent only a small percent of the school population, 16 percent of title II funds were targeted toward them.

B. Administration

For administration of the ESEA title II program in each State, fiscal years 1966-72, Table 5 page 17, indicates conservative use of funds for that purpose in order to reserve funds as much as possible for the acquisition of school library resources, textbooks, and other instructional materials for the use of children and teachers in public and private elementary and secondary schools. The higher percentages of funds used for administration in fiscal years 1969 and 1970 reflect the low appropriations in those years. It should, however, be noted that actual expenditures for administration in those years are lower than any other year except fiscal year 1966, the first year of the program. The small amount used in fiscal year 1966 results from the fact that many State plans were approved late in the year and programs were actually operative for only part of the year in those cases.

C. State Personnel in State Departments of Education

Table 6, pages 18, 19, provides an historical summary of positions assigned to the administration of title II in State departments of education, fiscal years 1966-73. Data were not collected in fiscal year 1969. The estimates for fiscal year 1973 were provided by title II coordinators in State departments of education.

Professional employees include administrators and supervisors; nonprofessional employees include secretarial, clerical, fiscal, and statistical staff and others who do not fall into the categories of supervisor and administrator. The leadership provided under title II has been significant. Several States were able to employ State school library/media specialists for the first time. The number of positions in both professional and nonprofessional categories continues to remain at a lower figure than in the early years of title II, due to the uncertainty of Federal funding. Loss of professional assistance has meant that insufficient leadership is given to the organization and use of materials. Reports from State departments of education indicate that staff reductions contribute to fewer onsite visits; less evaluation and dissemination; fewer publications, workshops, and conferences; and delays in reviewing, approving, and negotiating projects, and in the advancement and reimbursement of funds.

2. PROGRAM DEVELOPMENT

Technical Assistance in Project Development

Title II coordinators and media, subject, and reading specialists assigned to administer the program in the 10 northeastern States worked in fiscal year 1973 with many individuals and groups to develop title II projects. The areas of activity in project development were:

Table 3. Funds expended for trade books, periodicals and other printed materials, textbooks, and audiovisual materials under ESEA title II programs: Fiscal years 1966-73

Fiscal Year	Trade Books		Expenditures Periodicals and Other Printed Materials		Textbooks		Audiovisual Materials		Total
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1966	$ 64,018,074	74.70	$ 2,220,933	2.59	$ 2,959,485	3.45	$ 16,499,187	19.26	$ 85,697,679
1967	62,649,447	69.91	2,407,239	2.69	3,108,949	3.47	21,446,013	23.93	89,611,648
1968	59,267,160	67.38	2,003,083	2.28	2,174,495	2.47	24,507,227	27.86	87,951,965
1969	29,163,307	65.22	1,603,154	3.59	1,638,314	3.66	12,307,660	27.53	44,712,435
1970	22,297,268	65.51	1,559,503	4.58	244,157	0.72	9,931,837	29.19	34,032,765
1971	38,347,071	59.26	1,652,594	2.55	1,076,007	1.66	23,637,176	36.53	64,712,848
1972	41,258,936	54.96	2,374,723	3.16	726,135	0.97	30,713,311	40.91	75,073,105
1973 1/	35,427,132	45.63	2,523,300	3.25	776,400	1.00	38,913,168	50.12	77,640,000
Total	352,428,395	63.00	16,344,529	2.92	12,703,942	2.27	177,955,579	31.81	559,432,445

1/ Estimated

Table 4. ESEA title II expenditures for instructional materials by pupil population groups served: Fiscal year 1972 1/

Pupil Population Groups	Expenditures	
	Amount	Percent
1	2	3
Low Income Areas	$11,291,000	16.0
Handicapped	448,000	0.6
Non English-Speaking Environment	521,000	0.8
Migrant	171,000	0.2
Neglected and Delinquent	751,000	1.1
Potential and Former Dropouts	374,000	0.5
Other	240,000	0.3
General Elementary-Secondary Population	56,610,000	80.5
Total	$70,406,000 2/	100.0

1/ Source: U.S. Office of Education Consolidated Program Information Report, 1971-72.

2/ Detail does not reflect total in Table 3 since some States reported only total rather than breakdown by pupil population group.

Table 5. Funds expended and percentage of total expenditures for State administration of ESEA title II: Fiscal years 1966-72

State or Outlying Area	Fiscal Years 1966		1967		1968		1969		1970		1971		1972		Total
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	
	$2,049,362	2.1	$3,885,118	3.8	$4,427,912	4.4	3,047,522	6.1	$2,431,133	6.5	$3,281,932	4.1	$3,217,274	4.0	$22,340,253
Alabama	10,414	0.6	45,257	2.7	79,442	4.5	49,892	5.9	49,974	7.2	64,865	4.9	69,076	4.7	368,920
Alaska	5	0.0	13,872	11.1	12,625	10.1	9,569	14.3	0	0.0	7,537	6.6	14,641	10.9	58,249
Arizona	36,137	4.8	49,720	6.1	49,871	6.2	49,929	12.0	11,413	3.1	10,467	1.5	0	0.0	207,537
Arkansas	31,996	3.4	38,038	4.0	50,000	5.5	48,487	10.7	44,975	35.8	36,886	5.2	37,110	5.0	287,492
California	71,202	0.8	216,457	2.3	433,345	4.6	215,938	4.5	200,178	4.9	274,166	3.6	264,869	3.2	1,676,155
Colorado	43,058	4.0	51,985	4.8	50,599	4.7	37,567	6.6	32,285	7.5	43,776	5.0	41,404	4.2	300,674
Connecticut	26,252	1.9	28,625	2.1	54,523	3.9	47,648	6.7	36,637	6.1	36,032	0.3	41,019	3.2	270,736
Delaware	4,493	1.8	13,538	5.2	31,060	12.6	47,273	34.0	18,741	16.1	22,840	10.3	39,910	16.2	177,855
Florida	37,660	1.5	127,538	4.9	126,136	4.8	64,675	5.0	45,312	4.4	97,647	4.4	79,478	5.2	578,446
Georgia	45,081	2.0	81,048	3.7	76,701	3.6	49,468	4.5	45,997	5.5	33,346	1.9	28,286	1.5	359,927
Hawaii	7,873	2.0	28,274	7.3	36,971	9.7	32,619	17.3	35,505	21.8	34,716	11.3	34,823	10.3	210,781
Idaho	11,058	3.0	27,081	7.4	38,721	10.7	39,377	21.8	30,522	20.3	39,638	13.8	37,443	11.6	223,840
Illinois	76,699	1.5	252,746	4.6	266,859	5.0	123,349	4.6	108,173	4.7	108,627	2.5	108,627	2.5	1,045,080
Indiana	34,206	1.3	70,357	2.8	97,751	3.9	39,055	3.0	33,175	3.1	44,773	2.2	43,466	1.9	363,583
Iowa	13,258	0.9	41,515	2.8	68,827	4.7	50,000	6.9	50,000	8.1	54,922	4.8	61,203	4.7	339,725
Kansas	21,401	1.8	54,573	4.8	53,102	4.7	50,000	8.9	2,119	2.4	40,269	4.6	38,938	4.2	260,402
Kentucky	8,657	0.5	50,000	3.2	59,564	3.9	45,797	7.3	46,765	7.3	50,000	4.1	61,000	4.5	321,783
Louisiana	9,548	0.4	35,544	1.8	24,934	1.3	38,210	4.0	38,436	5.1	33,874	2.2	3,214	0.2	183,760
Maine	5,659	1.1	26,473	5.0	20,849	4.1	27,960	11.2	16,122	7.5	27,573	6.9	29,262	7.2	153,898
Maryland	64,437	3.6	76,883	4.4	81,732	4.6	46,172	4.9	51,613	6.6	49,014	3.2	61,596	3.8	431,447
Massachusetts	38,767	1.4	67,612	2.6	86,063	3.3	68,007	5.3	53,461	4.8	97,936	4.7	102,518	4.3	514,364
Michigan	221,380	4.7	238,780	5.0	226,083	4.9	108,880	4.7	95,302	5.4	171,664	4.6	148,149	3.5	1,210,238
Minnesota	60,430	3.1	82,660	4.1	94,260	4.7	47,430	4.7	50,000	5.8	32,147	2.0	16,574	0.9	383,501
Mississippi	56,215	4.6	58,522	4.6	54,670	4.7	50,055	8.5	50,000	10.6	50,000	5.4	49,661	7.0	369,123
Missouri	32,456	1.4	84,765	3.7	79,541	3.6	45,933	4.0	32,824	3.3	43,264	2.3	14,057	0.6	332,840
Montana	19,043	5.0	49,976	12.9	48,089	13.0	49,547	26.7	38,907	24.9	24,305	8.3	33,296	5.0	263,163
Nebraska	39,611	5.1	73,102	9.3	86,789	11.7	86,367	30.1	41,960	29.1	77,007	7.1	66,933	15.2	471,769
Nevada	4,906	2.3	27,387	12.3	33,467	15.2	16,299	14.6	13,370	13.9	11,210	5.9	18,501	8.7	125,140
New Hampshire	5,233	2.5	14,675	4.3	16,649	4.9	18,264	10.9	19,188	23.2	22,631	8.2	32,232	18.7	128,872
New Jersey	104,894	3.5	149,221	4.6	148,401	4.5	79,821	4.7	52,030	3.8	132,403	5.0	84,381	3.0	751,151
New Mexico	15,460	2.6	38,703	6.5	46,409	8.1	45,550	16.1	49,938	20.8	28,705	6.3	21,617	4.4	246,382
New York	164,227	1.9	245,279	2.9	234,383	2.8	175,959	4.3	91,088	2.6	235,206	3.6	220,138	3.0	1,367,280
North Carolina	106,144	4.5	103,119	4.3	110,512	4.7	56,303	4.7	41,938	5.1	64,563	3.5	63,503	3.5	546,082
North Dakota	9,023	2.6	12,468	3.8	27,130	8.5	34,779	21.5	45,133	33.1	32,288	12.6	19,746	7.8	180,567
Ohio	61,764	1.1	214,527	3.9	251,011	4.8	130,638	4.9	110,167	4.9	106,431	2.5	138,878	2.9	1,013,416
Oklahoma	86,000	6.7	87,586	7.0	88,402	7.3	75,357	12.7	80,713	9.2	75,787	7.9	88,924	8.2	582,769
Oregon	20,993	2.1	40,060	8.4	46,741	4.6	47,440	9.7	27,972	6.5	46,179	5.8	50,000	5.7	279,385
Pennsylvania	90,922	1.5	221,652	3.9	263,966	4.6	188,395	6.6	115,010	4.9	220,137	5.0	218,943	4.5	1,319,025
Rhode Island	4,068	0.9	18,592	4.3	28,315	6.6	26,315	12.6	22,445	13.3	30,327	9.0	31,868	8.2	161,930
South Carolina	29,727	2.3	62,669	4.7	60,942	4.6	38,986	6.0	31,035	6.3	44,300	4.3	51,874	3.8	309,533
South Dakota	3,843	1.2	36,353	9.3	36,409	9.7	38,000	21.1	10,586	7.9	20,411	7.2	29,734	10.2	175,336
Tennessee	22,641	1.2	91,744	5.0	79,239	4.5	44,944	5.0	49,663	7.3	45,954	3.3	34,385	2.2	368,570
Texas	118,486	2.2	159,696	3.0	157,587	3.0	126,176	5.0	116,449	5.5	199,116	4.5	231,471	4.6	1,108,981
Utah	31,704	5.0	50,000	8.4	47,436	8.1	51,026	19.3	46,631	18.5	48,227	10.2	46,750	9.0	321,774
Vermont	0	0.0	9,643	4.6	19,386	8.5	19,381	18.7	21,192	22.2	26,632	15.0	22,785	11.6	119,019
Virginia	11,190	0.5	25,132	1.2	24,998	1.2	23,749	2.3	10,670	1.1	19,811	1.2	25,417	6.9	140,967
Washington	79,588	5.0	78,986	4.9	75,507	4.7	49,835	6.0	50,000	7.1	53,228	4.0	60,688	4.0	447,832
West Virginia	6,246	0.7	29,525	3.4	46,613	5.6	48,784	11.6	41,505	12.4	36,219	5.6	24,441	3.4	233,324
Wisconsin	23,695	1.0	82,276	3.6	97,625	4.3	57,460	4.9	49,952	5.0	67,147	3.6	53,378	3.0	431,533
Wyoming	9,373	6.3	43,709	24.6	31,980	19.0	14,665	17.6	15,010	20.7	25,906	18.8	27,998	18.5	168,641
American Samoa 1/	-	-	-	-	-	-	-	-	690	2.0	690	2.3	690	2.3	2,070
Trust Territory	0	0.0	0	0.0	1,980	2.4	0	0.0	489	1.3	1,962	2.6	1,124	1.4	5,555
District of Columbia	10,444	3.0	20,593	5.9	18,766	5.5	26,604	15.8	23,943	23.9	31,470	12.0	35,674	13.5	169,494
Guam	700	1.2	0	0.0	1,157	1.7	1,498	4.3	0	0.0	7,119	12.1	7,775	12.1	18,249
Puerto Rico	1,095	0.5	35,000	2.0	38,703	1.9	39,559	4.0	30,979	3.6	39,317	2.4	50,403	9.9	235,056
Virgin Islands 2/	0	0.0	0	0.0	390	1.0	2,531	8.6	151	0.5	274	7.8	389	1.0	3,735
Bureau of Indian Affairs Affairs 1/	-		1,582		4,701	3.3	0	0.0	0	0.0	0	0.0	7,014	5.2	13,297

1/ BIA became eligible to participate in title II in fiscal year 1967; American Samoa participated for the first time in fiscal year 1970.

2/ Estimated

Table 6. Number of professional and nonprofessional State department of education personnel assigned to ESEA title II programs in full-time equivalents.

State or Outlying Area	Fiscal Years															
	1966		1967		1968		1969 1/		1970		1971		1972		1973 2/	
	Number of Employees															
	Professional	Non Professional	Professional	Non Professional	Professional	Non Professional	Professional	Non Professional	Professional	Non Professional	Professional	Non Professional	Professional	Non Professional	Professional	Non Professional
	119.1	123.3	137.5	206.0	165.6	215.5			91.6	139.9	107.2	161.4	128.8	173.1	116.9	161.9
Alabama	2.0	2.0	2.0	4.0	2.0	4.8			2.0	4.0	2.0	5.6	2.0	4.0	2.0	4.0
Alaska	0.0	0.0	0.4	0.3	.3	.5			0.0	0.0	0.0	0.4	.4	0.5	0.0	0.9
Arizona	2.0	3.0	1.4	3.4	1.3	3.2			0.0	0.4	0.5	1.9	0.0	0.0	1.7	2.0
Arkansas	1.0	2.0	1.0	3.0	1.0	3.0			1.3	3.4	1.4	1.9	1.3	2.1	1.4	2.0
California	5.3	4.3	5.1	7.3	6.3	7.5			1.0	8.9	1.0	12.9	8.0	11.2	9.0	10.9
Colorado	2.0	3.0	2.0	2.0	2.3	1.5			2.0	1.7	2.0	2.0	1.5	1.2	1.0	1.5
Connecticut	2.7	3.5	1.0	1.0	1.3	2.0			1.0	2.0	1.0	3.0	1.0	1.0	1.0	2.0
Delaware	1.0	1.0	1.0	1.0	1.0	1.1			1.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0
Florida	3.0	2.0	3.0	3.0	6.0	3.0			2.0	2.0	2.8	2.5	1.8	1.7	1.8	1.7
Georgia	3.0	3.0	3.0	3.0	2.0	3.0			1.0	3.0	1.0	3.0	1.0	1.0	1.0	3.0
Hawaii	0.5	0.5	1.0	1.5	1.0	1.5			1.0	2.2	1.0	2.0	1.0	1.0	1.0	4.0
Idaho	2.0	1.0	2.0	1.0	2.0	1.0			1.5	1.0	2.0	1.5	1.5	1.5	0.7	1.0
Illinois	10.5	4.0	11.0	10.0	11.0	10.0			6.0	0.0	11.9	14.6	11.9	14.6	1.0	2.0
Indiana	3.0	3.0	4.0	3.0	4.0	3.0			1.8	0.6	3.0	1.0	4.0	1.0	3.0	1.0
Iowa	3.0	1.0	2.0	3.0	2.0	3.0			2.0	4.0	2.2	3.0	2.0	2.0	2.2	3.0
Kansas	2.3	2.3	3.3	2.0	7.8	2.0			0.0	0.0	1.5	2.0	1.0	2.0	2.0	2.0
Kentucky	2.6	2.6	2.5	1.0	2.7	5.1			1.0	5.0	1.0	5.0	1.0	5.0	1.0	5.0
Louisiana	2.0	0.0	2.0	0.0	2.0	0.0			1.0	2.0	1.0	2.0	1.0	2.0	2.0	3.0
Maine	0.3	0.3	2.3	2.0	1.0	1.0			2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0
Maryland	3.0	1.0	3.0	1.0	3.0	1.0			2.0	1.0	2.0	1.0	2.5	1.5	1.5	2.0
Massachusetts	3.0	2.6	3.0	2.6	3.0	4.6			2.0	5.0	2.0	6.1	4.0	5.1	2.0	2.0
Michigan	6.0	2.0	6.0	2.0	6.0	6.0			6.0	2.0	6.0	2.0	6.0	2.0	1.5	2.5
Minnesota	3.0	3.0	3.0	4.2	3.3	7.0			0.2	2.0	1.5	2.5	1.5	4.0	1.5	4.0
Mississippi	3.0	3.0	3.0	1.0	3.0	3.0			1.1	2.7	1.0	3.5	1.0	2.0	1.5	3.0
Missouri	3.0	3.0	3.0	1.6	5.3	4.8			1.2	2.1	2.1	2.0	2.4	2.3	2.0	2.0
Montana	1.3	1.3	1.3	1.8	3.6	3.3			0.0	1.4	0.3	1.3	0.8	1.3	1.0	2.1
Nebraska	0.3	0.3	1.3	1.8	2.7	1.5			2.0	2.0	3.1	4.7	3.0	2.5	3.0	2.3
Nevada	2.0	2.0	4.0	3.3	4.0	3.3			0.2	0.5	0.1	0.5	0.2	0.3	0.2	0.3
New Hampshire	1.0	1.0	1.0	0.0	1.0	1.0			1.0	1.0	1.0	1.4	2.0	1.1	2.0	1.0
New Jersey	3.0	4.3	6.4	9.4	6.3	12.0			0.5	9.3	1.1	11.5	1.0	10.5	1.0	10.0
New Mexico	2.0	2.5	0.5	0.0	0.3	0.0			1.0	0.0	1.0	3.0	1.2	2.7	1.0	1.8
New York	9.3	12.0	10.0	16.3	12.0	17.0			5.0	10.6	7.0	10.0	7.0	12.0	7.0	10.0
North Carolina	4.0	3.0	4.0	7.0	4.0	7.0			0.7	5.7	2.3	6.8	1.2	5.0	1.5	6.0
North Dakota	1.0	1.0	1.0	1.0	1.0	1.0			2.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0
Ohio	4.3	4.3	5.3	5.3	5.3	5.0			4.1	4.2	4.3	4.2	4.2	3.5	4.2	3.5
Oklahoma	2.0	0.4	2.4	1.5	2.0	2.0			2.0	2.0	2.0	1.8	3.1	1.4	3.0	4.5
Oregon	0.9	0.3	2.3	2.0	2.0	1.0			2.0	0.2	2.0	0.5	1.2	0.5	2.3	0.3
Pennsylvania	5.0	5.0	6.3	16.0	7.0	17.0			4.0	6.0	4.0	9.0	1.0	7.0	1.0	6.0
Rhode Island	2.0	2.0	2.0	2.0	2.0	2.0			2.0	0.2	1.2	1.0	1.0	1.0	1.0	1.0
South Carolina	3.0	3.0	3.0	3.0	3.0	3.0			1.8	1.0	2.8	1.0	2.0	4.0	3.0	2.0
South Dakota	1.0	1.0	1.0	1.0	1.0	7.0			0.0	0.5	1.0	0.5	1.5	1.5	3.0	0.5
Tennessee	3.0	3.0	3.0	3.0	3.0	3.0			1.0	1.0	0.1	1.0	1.0	1.0	2.0	2.0
Texas	3.0	3.0	9.0	8.2	10.6	11.7			6.5	5.1	7.2	9.3	8.5	10.1	6.7	10.2
Utah	3.0	3.0	3.3	3.3	3.0	2.0			1.0	3.0	1.0	3.0	1.5	3.3	1.5	3.0
Vermont	1.0	1.0	1.0	1.0	1.0	1.0			1.0	1.0	1.0	1.0	1.2	1.2	1.3	1.2
Virginia	3.0	3.0	3.0	2.0	3.0	2.0			1.5	4.0	1.5	1.0	1.5	1.0	1.5	3.5
Washington	4.0	3.0	4.3	3.0	4.0	3.4			1.3	2.4	1.2	3.3	1.7	1.7	2.5	4.0
West Virginia	3.0	3.0	3.0	3.0	3.0	4.0			1.0	3.0	1.0	4.0	1.0	1.0	1.2	3.0
Wisconsin	3.0	3.0	3.3	3.8	3.7	3.0			2.0	4.0	2.0	4.0	2.0	4.5	1.0	4.0
Wyoming	1.0	0.0	1.0	2.0	1.0	1.0			0.7	7.0	1.1	1.1	1.1	1.1	1.0	1.0
American Samoa	-	-	-	-	0.0	0.0			0.0	0.0	0.9	1.1	0.8	1.3	0.8	1.1
Canal Zone	-	-	-	-	-	-			-	-	0.6	0.4	0.6	0.4	0.6	0.4
Guam	1.0	0.0	0.0	0.0	-	-			1.0	2.0	1.0	2.0	4.0	2.0	4.0	1.0
District of Columbia	1.0	1.0	1.0	4.0	1.0	2.0			0.0	0.0	0.0	5.0	0.5	5.0	0.5	5.0
Guam	1.0	0.0	0.0	0.0	0.0	0.5			1.0	6.0	2.0	4.0	2.0	2.0	2.0	2.0
Puerto Rico	1.0	1.0	1.0	25.0	4.0	10.0			-	-	0.0	0.0	1.0	0.0	1.0	0.0
Virgin Islands 3/	1.0	0.0	0.0	0.0	0.0	0.0										
Bureau of Indian Affairs	-	-	1.0	1.0	1.0	1.0			1.0	1.0	0.6	0.6	0.5	0.3	0.2	0.3

- Data not collected for fiscal year 1969
2/ Estimated

- Preparing instructions, guidelines, forms, and other publications
- Holding State, regional, and local conferences to disseminate information
- Making on-site visits to give individual assistance
- Serving continuously as resource persons on program administration

New York reported:

> The following publications were prepared and made available to local education agencies to provide technical assistance in project development:
>
> Planning Guide
> Facilities for School Media Centers
> Standards for School Library Resources
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> In addition, each staff member planned to set aside large blocks of time for personal consultation for local education agencies. Consultation opportunities were also provided at educational conferences held in the State. A series of 11 regional workshops were conducted during September and October for the purpose of presenting the ESEA II and NDEA III programs throughout the State. These workshops were well attended and provided the opportunity for early clarification of possible problems. Four of the workshops were held in Manhattan, Bronx, Queens, and Brooklyn in order to reach more building level personnel in elementary and junior high schools in New York City.

Onsite technical assistance in Massachusetts was minimal in fiscal year 1973 because of a shortage of professional staff. At the end of the fiscal year, only two professional consultants and a reduced clerical staff were attached to the program. Smaller States, e.g., Maine, New Hampshire, and Vermont, do much of their work with project development by telephone and at regional or State meetings.

Onsite visits are the primary means of assisting school districts in the Southeast in project development. Georgia, Florida, Kentucky and Maryland report that each school district received at least one visit from the State agency to give some form of technical assistance. The Alabama ESEA title II consultant spent 80 percent of the time working as needed with local districts. All other States reported visitation to the maximum capability of sometimes limited staff.

In Florida, the Office of the Comptroller formally monitors each project from a fiscal standpoint, from the checking of applications as submitted, the negotiating for any necessary adjustments, to the final review of invoices prior to the release of funds. The Office of Educational Media provides assistance in developing projects based on State standards and local priorities, in reviewing project applications, in the development of methods of inventorying materials purchased with ESEA title II funds and the dissemination of this information, in working with local personnel on the use of materials, and in general, coordinating and evaluating the local program. The Office of State Federal Relations, with the primary responsibility for the administration of the program, revises, prints, and distributes the ESEA title II Handbook informing local educational agencies of the regulations and guidelines, and meets with local program coordinators to give any assistance required.

Puerto Rico personnel from the Central Office, together with regional and local staff members, planned and executed three rounds of visits to a sampling of each of the six school districts for the purpose of evaluating the systematic integration of educational technology into classroom instruction. Emphasis was given to the correct use of instructional materials, to implementation of plans, and to evaluative activities. Information from these visits will assist in planning for the coming year.

In South Carolina the library supervisors, the ESEA title II Coordinator and supervisors from the Elementary, the Secondary, and the Curriculum Sections were all involved in the development and monitoring of local district programs. As a part of this effort, the library supervisors conducted nine district-wide inservice sessions for school library-media specialists centering around the role of the media center in the development of reading skills.

In West Virginia, technical assistance was taken to the local education agencies by the ESEA title II Coordinator through a two-week series of regional meetings covering the entire State. Revisions in the State plan and relative need formula for the distribution of funds were presented and discussed. Personnel from the U.S. Office of Education assisted in this effort. Additionally, visits to individual local education agencies were made when needed for project development and monitoring.

Assistance in project development is provided by all States in the Upper Midwest, either by individual visits to school districts, area meetings to disseminate information about new procedures, availability days (days set aside by Indiana State educational agency staff to be available at an easily accessible location for a number of districts), printed guidelines, and by telephone.

During 1973 three full-time media specialists in South Dakota assisted local districts in planning their ESEA title II programs.

Careful review of project applications was made by supervisors of school media in addition to reviews made by the ESEA title II staff. For example, in Minnesota the media specialists review each project and negotiate needed changes with the local education agency.

Throughout the Upper Midwest, State supervisors of instructional media and/or ESEA title II coordinators made onsite visits to individual schools to monitor the media programs supported by ESEA title II and other sources. Michigan reported: "During fiscal year 1973 some 105 onsite visits were made to individual buildings by the title II staff to assist schools in developing their own program objectives in relation to State goals, in planning for evaluating their progress in meeting the program objectives. Some improvement was noted on the fiscal year 1973 applications, but the evaluation leaves something to be desired."

In addition to regular onsite visits, Indiana media specialists assisted with visits to 15 percent of the local education agencies (2/3 of 10-12 grade level secondary schools are located in these agencies) as part of a doctoral study.

In Louisiana and Oklahoma inservice programs and consultative services have revolved around selection, organization, and use of materials acquired under ESEA title II. Louisiana reports that new programs such as career education, the arts, environmental studies, international education, and bilingual programs have created a demand for high quality materials. Many of the visits made in Oklahoma were for the purpose of assisting in project development and evaluation. Each session involved such topics as: Budgets--All the Ways to Find Money; Purchasing Books--Hazards and Constraints; What Are You Doing About the Reluctant Reader? Do You Have School, College, and Public Library Cooperation? The ESEA title II staff has been involved in consultation with five elementary school principals who are developing "open concept" schools.

In Louisiana, schools continue to experiment and use flexible scheduling and nongraded programs to permit easy use of all types of materials. The School Library Supervisor is working with open schools to plan for better use of materials. State Department of Education personnel is working with a team from Tulane University's Educational Resource Center to initiate inservice to improve use of materials.

In New Mexico projects involving open classroom, nonstructured grades were given more consideration because of the emphasis on individualization,

inquiry and independent learning in the elementary schools. All proposed materials were closely scrutinized by the State Department of Education specialists in accordance with proposed program objectives.

School visits were made in Arizona as often as possible, especially to remote areas lacking staff experienced in school library program development and selection of materials. Materials were chosen, on request, by the ESEA title II director for some very small districts.

The title II coordinator of the Bureau of Indian Affairs held two meetings with Area Office staff to explain the program, application procedures, and the relative need criteria applied in project review and approval. He gave direct assistance to two Area Offices with project application development for schools for which they have responsibility.

Individual onsite visits were made by the California ESEA title II State staff, as time permitted, to each local educational agency requesting assistance in the development of both Phase I and Phase II projects. Shortage of funds for State personnel continues to make it impossible to provide the coverage or the depth of service desired by the field.

The title II administrator of the Trust Territory had individual conferences with all program-related personnel of the Ponape District and those on the island of Kusaie. Truk and Yap Districts were visited by a member of the Department's office of Library Services, and the responsible title II officials of Yap and Marshalls were consulted during headquarters visits.

Staff Development Activities

Title II coordinators and State media supervisors have contributed to the total leadership, planning, and consultative rolls of State education agencies in assisting all schools to develop media collections and services to their full potential. Major areas of activity are:

1. Development of professional competence by providing continuing education for all personnel engaged in media services through participation in conferences and workshops

2. Providing a channel for professional exchange of information on all aspects of school media service to children and teachers in public and private schools

3. Providing means for continuous critical evaluation of media

4. Encouraging formal education for media specialists

5. Implementing activities for teachers that will keep them informed of new materials of interest and ways to use media in all subjects of the curriculum

Rhode Island title II and media staff held a workshop for the purpose of analyzing evaluation tools for media programs. The Vermont title II coordinator held 84 conferences, workshops, or committee meetings during fiscal year 1973 and attended 54 public and professional meetings. In New Jersey, teachers were encouraged to visit the State Library Book Selection Center when preparing requests for new programs. Specialists in early childhood education, bilingual programs, reading, and several other subject areas conducted workshops and provided consultative services for media programs.

The ESEA title II Coordinator in Alabama provided extensive and varied inservice programs and consultative services on the selection, organization, and utilization of materials. A sampling of these includes:

- Assisted in planning and served as consultant in the district meetings of the Alabama Instructional Media Association with themes of "The Media Specialists and the Right To Read," "The Media Specialists' Role in New Curriculum Patterns," "Professional Growth, Certification, and Legislation," and "A Child Learns; What is the Role of the Media Specialist?"

- Co-sponsored with the Media Association a State-wide meeting, "Lest School Librarians Stand Looking Importantly About Them While the Profession Moves on Without Them."

- Served as consultant in a statewide library education conference, the Alabama Association for Supervision and Curriculum Development Conference, statewide Reading Conference, conference of Directors of Instruction at annual meeting of Alabama Education Association.

- Worked in individual schools as a member of a team from the State Department of Education whose function was to perform professional services and evaluate the instructional program. This function lent support to the use of professional materials as a part of the school media center services.

Visited 97 individual schools as consultant in improvement of media programs and building plans.

Conducted 28 systemwide inservice programs as followup to State and district meetings.

In North Carolina, regular inservice programs and consultative services on the selection, organization, and use of materials acquired under the ESEA title II program are integral components of the objectives of the Division of Educational Media. In addition to these programs, the Television Services Division planned and conducted two area workshops, IMAGES AND THINGS, a series of thirty 20-minute art appreciation programs for students in grades four through eight. Members of the Division of Cultural Arts assisted the Division of Educational Media in introducing the series to teachers, supervisors, and media specialists and instructing them in ways to use the program effectively. Followup sessions throughout the year were given to local school divisions in various forms, among them the broadcasting of three 30-minute inservice television programs to help teachers find interesting ways to integrate IMAGES AND THINGS into their art program.

An outstanding inservice program was conducted in Shenandoah County, Virginia, where the entire teaching staff of the county met with personnel of the School Libraries and Textbook Service for a full day of the preschool conference. Activities included a presentation by the State School Library Supervisor on the selection and utilization of media, small group discussions on the uses of media as teaching tools and on the types of media, and demonstrations of special techniques in the use of new types of audiovisual materials.

One of the many inservice programs conducted by the School Media Services in Mississippi was a "See To It" conference, for principals only, which resolved around three main points for the principal:

1. "See To It" that your media specialist is involved in the process of planning for instruction.

2. "See To It" that your teachers' methods of instruction demand the use of learning resources.

3. "See To It" that your media specialist continues to upgrade his knowledge of resources and competence in their usage.

"Invaluable" was the overall evaluation of this program by the principals.

In the Upper Midwest States, staff development activities for local school media personnel ranged from local district workshops of one day to statewide meetings of several days. Missouri included the following topics for inservice programs: evaluation of library services and facilities, organization of new libraries, selection of materials, organization of new facilities and materials, utilization of materials in the instructional program, service to students and teachers. Illinois hald workshops for district media supervisors and administrators on utilizing media and media services to individualize instruction. Minnesota stressed involvement of the classroom teacher in selection and utilization. Michigan again provided inservice training for approximately 85 untrained media aides. South Dakota held a 5-day workshop for librarians (media specialists) and reading teachers in selection, organization, and utilization of materials.

The Professional Library of the Indiana State Department of Education makes a number of professional materials available to local schools for staff development activities. Iowa through an ESEA III project, Cooperative Network of In-Service Resources, has acquired both new films and the professional film collections from the 16 area media centers for a centralized State service, available to all elementary and secondary schools.

In two workshops, Alaska State title II staff assisted local educational agencies with project development. The Washington State Grants Management Section held five regional meetings for the same purpose. Followup and technical assistance were given individual districts on request. The Trust Territory conducted a workshop for all personnel of the Marianas District on school library and instructional materials.

Arizona has many school districts which cover a large geographic area but are very low in population, especially in the northern part of the State. Workshops were held for two such counties, Apache and Navajo, entitled "Libraries and the Right to Read." The morning session for school personnel gave assistance in developing projects for special title II grants in support of the Right To Read effort, and helped with local problems relating to the title II program.

The afternoon sessions were joint meetings with the librarians of the public libraries in the county to discuss ways in which schools and public libraries can cooperate. At the joint State Conference of the Arizona State Library Association and Arizona Association of Audiovisual Educators, a workshop on Federal programs was held with a panel of the directors of the major programs which relate in some way to school libraries.

The California State title II staff conducted 30 regional meetings to provide technical assistance to local districts in the development of project applications. The annual workshop for recipients of Phase II grants in Sacramento had an attendance of about 100, including principals and librarians from the Phase II schools for the current and immediate past year. Teachers and students benefited from the workshops held under the auspices of the California Association of School Librarians--Southern Section, California Association for Educational Media and Technology, and title II. These workshops offered "hands-on" opportunities in the field of audiovisual media. The presenters were usually media personnel from outstanding Phase II projects, with the result that the influence of title II was much in evidence. These workshops received national recognition at the Association for Education Communications and Technology Conference where the workshops were granted an award as an exemplary program in educational communications and technology.

The Hawaii Association of School Librarians requested the title II coordinator to reschedule a workshop which it had been necessary to cancel the year before. On a voluntary basis, over 50 school librarians and teachers attended the workshop, which was held in one of the public library auditoriums.

Increased Employment of School Media Personnel

In previous years, title II has had substantial impact on the employment of media personnel in northeastern elementary and secondary schools and school district central offices. The increased quantities of media and demands for media services encouraged the employment of staff; however, in fiscal year 1973 the increases seemed to be leveling off.

A number of factors are involved in this development. First, the school-age population is increasing less rapidly or declining. In addition, the current fiscal difficulties have caused many schools either to reduce staff, establish fewer new positions, or fail to make replacements. A few States, however, report that the new regional and vocational schools being built add to the ranks of professional and clerical staff. There are, of course, many children and teachers still unserved by media specialists, and some school districts are making an effort to improve this situation as well as to provide better services by increasing the ratio of media specialists per number of students.

The narrative format of the question on new media personnel employed in fiscal year 1973 made it difficult to obtain comparable data; however, the following table gives some indication of additional staff made possible, at least partly, as a result of Federal programs of financial assistance in fiscal year 1973.

Employees by Type and Time Employed

States	Professional		Para-Professional		Technical		Clerical	
	Full	Part	Full	Part	Full	Part	Full	Part
Connecticut	67	-	-	-	-	-	1	-
Massachusetts	120	141	99	378	21	25	38	316
New Hampshire	-	-	-	-	-	-	6	-
New York	121	57	-	-	-	-	89	99
Pennsylvania	15	-	-	-	-	-	75	-
Rhode Island	4	-	-	-	1	-	-	-

There was no overall increase in the employment of media personnel in most of the Southeastern States. Conversely, some States reported the loss of media aides and technicians formerly paid by ESEA title I. In States where gains were made, credit for the employment is attributable, at least in part, to the fact that materials supplied by ESEA title II have given increased visibility to the media program with the subsequent recognition of the need for a knowledgeable person to administer the services.

Florida reports the loss of 694.6 clerical persons but the gain of 54.7 full-time media specialists, bringing that total to 1,866.8 as compared to 1,812.1 in 1972. Virginia attributes the employment of 14 additional media specialists and 14 additional media clerks partly to the ESEA title II program. Of the 1,620 certified media specialists in Virginia, there are:

888 in 937 elementary schools
375 in 251 high schools
61 in 44 combined schools
248 in 180 junior high schools
5 in 5 vocational schools
6 in 6 special education schools
28 in supervisory positions
9 in professional libraries and central processing centers.

Some of the positions, while not supported by Federal funds, were established as a requirement for receiving special-purpose or demonstration grants.

In West Virginia, all 55 counties now have a person in charge of the media program. Five are library-media specialists.

Most of the States of the Upper Midwest found it difficult to say that media personnel are employed as a direct result of ESEA title II, but do contend that Federal aid has been a catalyst for media center development and its attendant staff. Several States did indicate that additional personnel had been employed in fiscal year 1973 despite tight budgets. Ohio reported that 34 districts employed 57 librarians, and 81 districts employed 130 library aides. In Missouri 120 new positions represented an increase of nine over the previous years. In North Dakota one of the largest districts added an elementary library/media supervisor, and two additional elementary school media specialists for the new senior high school. Other States reporting increases were Illinois, 25 professionals; Indiana, 99 professionals and technicians; Michigan, 10 professionals and 100 aides; and Nebraska, six professionals.

Idaho showed a significant increase from previous years in professional media training as evidenced by a fiscal year 1973 total of 74 certified media generalists. This number is in addition to those persons holding the School Librarian Certificate and the Limited Certificate, both classifications requiring less training than media generalists.

Annual studies of accreditation and teacher certification reports in Montana indicated a steady increase in the number of librarians, many of whom were responsible for unified media programs. Federal programs of financial assistance played an important role in this increase. In fiscal year 1973, Texas public schools employed 1,022 elementary librarians; 1,494 secondary librarians; and 173 all level librarians; totaling 2,689. The number of supervisors serving large school districts is stabilized at 44.

In Louisiana the number of public school librarians increased by five, and eight librarians were employed at the district level. Some high schools added a second librarian to the faculty.

No additional library staff were employed in American Samoa during the fiscal year, but the results of the librarians' fine work caused the Government of American Samoa to transfer them to the regular budget. In Guam, local school media staff have increased since the beginning of ESEA from 14 to 35. Each public school has a library staffed with a librarian. For want of adequate funding to continue media personnel in their present positions, at least one district in the Trust Territory faces the prospect of having to reduce personnel.

Due to the increasingly critical financial problems of most local educational agencies in California, it seems likely that the number of media specialists in school employment may have decreased this year although the number is still substantially greater than it was prior to the beginning of ESEA funding. In many cases technicians and aides may have been retained to give some semblance of service in school media centers. A new and completely revised system of State support for school districts was enacted by the State Legislature during the 1972 session to become effective July 1, 1973. This new system affects school districts in different ways but has the general effect of making the richest school districts less affluent and increasing the monies available to the poorest school districts. It does increase by approximately $332 million the State's contribution to education. Although it is too early in the school year to assess what changes the new finance system may make in employment of media personnel, it is hoped that the trend reported for 1972-73 may be reversed during 1973-74.

California

Year Ending	No. of Lib./A.V.	No. Librarians	No. A.V. Specialists
1971	463	140	74
1972	465	135	68
1973	934	242	70

The most recent Washington State Certificated Personnel Report shows significant increases in the number of full-time equivalencies of media personnel employed at school levels. The emphasis in the State is on integrated library/audio-visual services. The decrease in audiovisual personnel and the increase in the category of library/audiovisual might be an indication that schools are implementing integrated programs of service.

Selection of Materials

The attention given in title II to the selection of high quality media for use in elementary and secondary school subjects is one of the strengths of the program. Title II coordinators and media, reading, and subject specialists in State and local education agencies have provided guidance and leadership in evaluating and selecting materials for school media collections in relation to changing curriculum content,

new instructional methods, and current needs of children and teachers. Activities related to selection of materials include:

- Issuing general bibliographies of selection sources
- Compiling specialized bibliographies on subjects of current interest
- Holding workshops to provide opportunities for teachers and media specialists to preview and evaluate media
- Providing consultative and advisory services as requested
- Establishing examination centers for new materials and equipment

Pennsylvania reports:

> The continuation of the examination center program has been the greatest contribution to the selection of high-quality materials. Both public and private school staff use the centers. Inservice programs were held at the centers for 308 school districts. Six festivals reviewing new materials and providing guidance in selection were featured. Monthly reviewing sessions during which teachers and media specialists review materials were also held.

Title II provides funds for some materials for the Center for Educational Technology, a regional materials examination center, in Paramus, N.J. Teachers, administrators, media specialists, and other school personnel may preview or borrow media from the large assortment for use, testing, and evaluation in their schools.

Specialized bibliographies on subjects of nationwide currency, including career education, metrication, minority studies, status of women, drug and alcohol abuse, environmental/ecological education, consumer education, and area studies were developed by New Jersey, New York, and Vermont. Several States have also developed excellent bibliographies featuring printed and audiovisual materials related to State history.

For a variety of reasons the ESEA title II program contributed to the selection of materials of high quality appropriate for the use of the children and teachers of the Southeastern States. Among the factors generally mentioned are cooperative planning at the school building level between teacher and media specialist, the increased number of professional personnel employed by local school divisions, the additional funds available for specialized needs, professionally prepared bibliographies made available through State administrative funds,

selection centers and special collections which made "hands-on" examination possible, and inservice training. Specifically, Tennessee includes criteria for the selection of appropriate materials in the State's guidelines for ESEA title II and emphasizes the importance of the criteria in the inservice programs and consultative services provided by the State staff members.

Kentucky reports that by following the suggestions listed in the ESEA title II memorandum on selection, by using faculty, student and curriculum needs as a basis for selection, and by a continual assessment of requests for materials, most school districts purchased materials of high quality in relation to local needs. Adequate selection tools are available in most public and private schools, and the importance of their use in the selection process has been greatly enhanced by the ESEA title II guidelines. From the State level, there has been a constant effort to encourage librarians to make quality selections with the aid of faculty and student selection committees.

Teachers were assisted in selecting and utilizing printed and audiovisual materials to support special programs in South Carolina by the State school media consultants who served as resource persons for State, regional, and local meetings, and who compiled and distributed bibliographies on such areas of interest as drug education, sex education, black studies, South Carolina materials, and easy materials for children with special reading problems. State curriculum specialists provided direct service by working with local planning groups in implementing special instructional projects based on established goals and objectives of the Department of Education.

Georgia formulated statewide policies to assist teachers in the selection and utilization of materials to support special programs. Some of the specifications are:

1 A planned program for the development of listening, viewing, reading, research and study skills to permit teaching and learning freedom.

2 Materials selected to support all phases of the school program and provide a balance between the various types of media.

Materials provided at varying levels to enable students to work individually.

3 Choice of materials that take cognizance of those readily available in other departments of the school, and in the community.

Curriculum and media supervisory staff in the Upper Midwest States provided much assistance to classroom teachers and library/media personnel in the selection of materials. Curriculum guides with suggested resources, annotated bibliographies, and lists were prepared and made available within each State. Perhaps the most widely distributed bibliography was the Minnesota Indian Materials Regional Collection, revised in 1973. In Kansas, High Interest-Low Vocabulary Books published by Wellsville High School was widely used throughout the State. Workshops and conferences focused on selection and utilization; for example, the area workshops in South Dakota for library/media personnel and classroom teachers on selecting materials.

Each of the Iowa area media centers has an active selection committee composed of teachers, librarians, administrators, and students who preview audiovisual materials prior to purchase. Indiana concentrated on getting local school districts to update their selection policies during fiscal year 1973.

To show how a selection policy can defend local media selection, the Michigan report states:

> During the year a parent in Lansing questioned the selection policy of the school library media centers by challenging the inclusion of one title. As a result, the policy and the method of selection for title II as well as other materials were given wide publicity, and the school library media center program received a vote of confidence from the Board of Education as well as the general public.

Title II has provided funds to acquire materials of high quality for use of public and private school children and teachers in Utah. Funds for this purpose had been so limited that title II made significant gains possible. The program has compelled school people to analyze and evaluate their educational resources and to select materials for breadth, depth, and balance. Under the integrated media program in Utah, funds for materials are expended more wisely than in the past, when purchasing was largely on impulse or in response to an ambitious sales pitch, or otherwise generally uncoordinated with instructional objectives. An important service to both public and private school personnel provided by title II funding has been the acquisition of 16mm films for film depositories strategically located around the State. Two new depositories were set up in fiscal year 1973, increasing the number to 10. A total of 2,979 prints have been acquired with 500 different titles.

The Texas Association of School Librarians contributed $6,000 to an inservice education effort to be conducted through the 20 Education Service Centers. The purpose of the inservice sessions was to strengthen the planning process for the library media program in all areas including the selection process.

Attention has been focused in Texas on the quality, appropriateness, and utilization of school materials by monitoring teams making onsite visits to schools participating in federally funded programs. Staff members from the Division of Instructional Media participated on the teams in order to implement State priorities and strengthen curricular programs. Title II program staff worked closely with subject consultants in advising local education agencies on acquisitions. The Right To Read program has received particular emphasis. Lists of sources of materials are prepared and distributed to interested librarians and administrators. As the schools' basic book collections have been improved, increasing stress is given to the use of criteria in the selection on audiovisual materials. This aspect of selection is particularly significant as materials are chosen for migrant children or those in bilingual programs.

Responses on a Montana title II evaluation form indicate that materials purchased by schools were of high quality. All but three teachers commented positively on the materials received. The overall satisfaction with the quality of materials is reflected in the teachers' statements below:

> Clyde Park--"The instructional materials that were included with the kit and the filmstrip were excellent teaching aids. The tapes and filmstrips together are great motivational tools. We found many students volunteering to do reports on drug problems in our society after viewing several of the filmstrips."
>
> Roberts--"The books purchased for history reference are beautifully illustrated, factual, and interesting."
>
> Hinsdale--"The set is an excellent teaching tool in home economics classes. The full transparency set is a very good consecutive course..."

All the Western States prepared and disseminated bibliographies on subjects of special interest, or in support of various curriculum areas. In addition, a list of approved selection aids for print and nonprint material was prepared by the Arizona title II administrator. Seventy-five percent of the materials purchased with title II funds are to be recommended by at least one selection aid. The aids are part of the professional collection of materials in the Department and may be borrowed by mail. A collection of new materials from publishers is also maintained in the Library-Media Services Division

and is available for examination. The title II administrator has, at the request of small school districts without certified librarians, selected materials for them.

The emphasis in selection policies required of local districts in California is on quality of materials that meet curricular needs. Pupils, as well as teachers, evidence increased interest in making recommendations for additions to media collections. In several areas of the State, groups of media specialists meet to share evaluations based on actual trial use by pupils and teachers of new print and nonprint materials. In Hawaii, five library media specialists in the Department of Education spent the equivalent of 2 days per month each on evaluation of new materials made available under title II. Materials were listed with annotations and recommendations for use by school librarians.

Oregon State Department of Education personnel have encouraged district purchase of materials to support the State priorities as well as those which support local objectives.

Selection aids and tools were provided all districts by the Trust Territory of the Pacific Islands Department of Education. Chief among these was the Master List, a compilation for the first time, of specialized materials dealing with the area, and keyed in the same manner as selection tools in common use. Private secondary schools were provided with subscriptions to 10 periodicals as a title II service.

Since the inception of title II in Washington State, "Selecting Learning Resources," a bibliography of bibliographies, has been distributed to all schools of the State with the title II application forms. This publication was of special help in small districts without trained personnel. Using the Instructional Materials Act as a focus, consultation help in selection of materials, censorship, and controversial materials was provided to large numbers of media personnel, principals, superintendents, school board members, public librarians, and a wide variety of teachers' associations.

Coordination With Other Federal Programs

Title II is most frequently coordinated with NDEA title III and ESEA titles I and III. ESEA title II and NDEA title III are administered in the same State department of education unit and by the same staff in New Hampshire and New York. In New York, the two programs are administered in the Bureau of School Libraries. Bureau staff are active in working on library/media programs for the disadvantaged

and have produced a publication, Library Programs for the Disadvantaged, describing projects jointly funded by ESEA titles I and II. A list of "Responsibilities of the ESEA Title I Librarian," jointly prepared by the staff in the Bureau of School Libraries, Bureau of Reading, and Division of Education for the Disadvantaged has been widely disseminated throughout the State.

Connecticut cites pressures of time, limited staff, and uncertainty of funding as reasons that prevent long-range cooperative planning but nevertheless mentions examples of cooperative effort:

- Communities participating in several of the State title III regional educational centers have pooled title II resources to provide for a more extensive collection of resources.
- An ESEA title III bilingual program in Bridgeport was enriched by reading materials purchased under title II.
- A title II reading grant provided funds for a collection of materials to support an ESEA title III oceanography project in Stonington.

In 1972, Hurricane Agnes completely destroyed many public and private schools in northeastern Pennsylvania. During fiscal year 1973, ESEA title II staff cooperated to provide consultant service in partnership with the other State units funded through ESEA III and V to aid in restoring and renewing school and media programs. In some instances, consultants helped to arrange cooperative media programs with other agencies until school service could be restored. ESEA title II staff has participated in interlibrary cooperative workshops to assist in planning for ways for schools to share in existing and new interlibrary cooperative programs.

In the District of Columbia, projects under ESEA titles I and III and NDEA title III are in selected schools, while all schools receive ESEA title II materials to support educational programs on the basis of need. To this extent ESEA title II complements the other programs. Media specialists indicate that resources received from ESEA title II have been used with NDEA title III equipment in programs funded by ESEA title I and ESEA title III. An example of informal coordination is the K-12 Career Development Program which was federally funded to develop a curriculum in the area of career education. This program inspired the media specialist at one school to develop an ESEA title II project to acquire related materials and resources.

Maryland reports coordination in several ways:

- Schools with federally funded drug abuse programs used ESEA title II funds for materials to support the program.

- Guidance programs under ESEA title III have been supported by ESEA title II materials selected to meet the needs of children and teachers.

- Funds from ESEA titles I and II have been used to strengthen the collections of materials for early childhood education and kindergarten programs.

- Summer programs under ESEA title I depend heavily on reinforcement materials from ESEA title II.

- The Maryland specialist in Community Services, Library Services and Construction Act title I, has shared responsibility with staff of ESEA title II for working with local education agencies and local school personnel in the area of reading for the disadvantaged.

The ESEA title II coordinator in North Carolina provides assistance to local school administrative units in evaluation, selection, acquisition, and utilization of school library resources and other instructional materials acquired under titles I, II, III and VI of ESEA and title III of NDEA. In addition, the ESEA title II staff works with the LSCA staff of the North Carolina State Library on cooperative planning for implementation of the amendment to LSCA title III and ESEA title II relating to the coordination of the school library services with the public library agency. This included developing a policy statement setting forth the purposes and the State level responsibilities of the school library and the public library, and suggestions for ways in which school libraries and public libraries may coordinate efforts in local districts. The ESEA title II consultant serves as a member of the State Advisory Council on Libraries.

In Virginia, the School Libraries and Textbooks Service reviews applications for ESEA title III projects having media components. One such project included the development of a central processing unit for a large county. In preparation, a very complete handbook or guide was developed which included detailed instructions for processing nonprint media of all types. ESEA title III funds financed the printing of enough copies for wide distribution to other school divisions.

In the Upper Midwest, 6 of the 12 States administer ESEA title II and NDEA title III in the same unit of the State department of education. Five of the six have the same administrator for both programs. The Nebraska ESEA title II and NDEA title III programs share an Ad Hoc Advisory Committee; a similar arrangement exists in Ohio.

Joint conferences for school, public library personnel, and other educators, such as the Right To Read Motivation Conference in Indiana, resulted in greater understanding of the roles of each of the representative agencies. Another example is the Illinois conference on assessment of current holdings and lending practices for 16mm films in the State. This conference was attended by title II cooperative agents, public library system directors, directors of 16mm film cooperatives at State universities, the University of Illinois Research Center representatives, State educational agency library/media staff, and local school media personnel.

The Minnesota ESEA title II special grants provided instructional media for migrant programs in 10 schools under ESEA title I, in 22 schools in Phase I, and in 127 schools in Phase II of the Right To Read program. Many reading programs in Michigan were able to use materials purchased with ESEA titles I and II funds and equipment with NDEA title III grants. Substantial sums of title II funds in Indiana and Iowa support the State educational agency professional libraries which are used by all State agency personnel, including those administering Federal programs.

ESEA title II funds have supplemented LSCA and State funds in instructional media programs in State institutions for physically, mentally, and emotionally handicapped children as well as in correctional institutions for juveniles. An interesting ESEA title III program targeted at attitude adjustment of students in a South Dakota school district is made a great deal more effective by the extra instructional materials provided by an ESEA title II grant. Indianapolis schools have utilized Model Cities funds to renovate quarters for school media centers, ESEA title II for school library resources, and NDEA title III for audiovisual equipment.

The Kansas report stated:

> Title II has been coordinated with other ESEA titles, NDEA, LSCA, and other programs of Federal financial assistance through staff planning within the department and area conferences with school administrators, school librarians, public librarians, and college librarians. Local schools have been encouraged to coordinate efforts among the various Federal programs where it is possible and desirable. Staff planning at the State level has been handled through the Division of Instruction which includes titles I, II, and VI ESEA; title III, NDEA; and Drug Abuse Education. Additional coordination is provided through the office of the Federal Programs Coordinator and a committee that functions in the capacity of studying Federal program legislation. Projects that will affect other Federal programs or areas of interest

In Texas the scope of program consolidation for local school districts for fiscal year 1973 included program elements supported under ESEA titles I and II, NDEA title III, Vocational Education (Federal Act of 1963) and State funds, and Special Education (State funds). ESEA title V supported agency reorganization according to functions. The Funds Management Division reviews and approves consolidated applications from local districts and coordinates onsite monitoring of programs under the Consolidated Application. The Office of Planning includes the Division of Assessment and the Division of Innovation and Communication with responsibility for dissemination of public information. The ESEA title III State Plan established 20 regional Education Service Centers, each with a media component, which circulates media materials and offered consultative and informational services in the media area.

All schools and districts were encouraged to assess their needs, determine their priorities, then look to all possible fund sources to meet the priorities. These fund sources included titles I and II of ESEA, vocational funds, guidance funds, State Media Improvement, or any others which could assist in building teaching and learning resources for the school or district. Local effort also was taken into account in terms of eligibility for ESEA title II and matching provisions of NDEA title III.

Cooperation between ESEA title II and LSCA title III reading centers continued in American Samoa. The elementary school principals provided locations for the night-time reading centers. Title II provided the books and LSCA paid salaries for part-time personnel. The services funded by the two grants were intended by this continuing team effort in a way never before available on the island. The bookmobile, supplied with LSCA funds and partially stocked by title II, made stops at village schools where library service was limited or nonexistent. It also serviced early childhood teachers in villages without schools, institutions (hospital and prison), and the program for the handicapped.

The LSCA Book Box program of the Trust Territory listed some items obtained under title II for loan by teachers on remote islands where there are no libraries. Title II contributed to the workshops and seminars held by subject specialists working with other ESEA titles by providing review copies of materials, which, after consensus was reached, were recommended to teachers, principals, and selection committees for purchase under title II. Title II helped provide the collection for a new elementary school library created in part by NDEA title III funds.

Frequently mentioned activities in Western States with which title II was coordinated were funded by ESEA title I, title I - Migrant, Education for the Handicapped Act, Bilingual Education Act, NDEA title III.

Additional activities were carried out in certain instances; Clark County in Nevada, for example, used part of its title II funds for materials supporting its Right To Read and ESEA title III Objective-Based Career Guidance programs. Williams Elementary District #1 and Williams High School District, Arizona, employed funds from the Vocational Education Act to purchase equipment for auto mechanics. Tapes, slides, and films were acquired with title II funds to explain function, use, and safety in working with this equipment. In Glendale Union High School District, also in Arizona, staff members salaried under provisions of the Vocational Education Act are using materials on career education bought under title II.

Another example of teacher use of materials bought with title II funds was in Hawaii, where filmloops were used to support an interdisciplinary approach to social sciences. Workshops at the district level to train teachers in the program were given by Department of Education specialists and consultants in the humanities. Title II provided the required instructional materials under minigrants to schools unable to buy them with their own funds. Media center equipment and materials bought under title II were used for inservice training of aides under the Education Professions Development Act in Flagstaff High School District, Arizona. Materials for a seventh- and eighth-grade unit in oceanography in an isolated rural area on the island of Maui, Hawaii, were acquired under title II. The project was an outgrowth of the experience the teacher had had in a National Science Fund summer institute in oceanography.

Improving Accessibility of Materials

One of the most important advances in northeastern school media programs since the inception of title II is the improvement in the accessibility of materials. Among improvements made are the availability of the media center for use throughout the school day, and before and after school; flexible scheduling for media center use of classes and groups; simplified attendance procedures for individuals; short- and long-term loan of classroom collections; and liberal and flexible circulation policies.

Almost all title II coordinators in the northeastern States commented, some at length, about accessibility of materials. In most States, media supervisors have worked for years to end the custom of having elementary school children visit media centers according to a rigid

schedule and have the center made freely available to children and teachers at those times when media and media services are needed in relation to teaching and learning activities. Excerpts from State reports illustrate the extent of problems related to the accessibility of media and media services and how the various States are attempting to cope with the problems.

Connecticut: The most frequent answers of school administrators to the question of why they do not have a more flexible use of their school media facilities are the lack of space in the center and lack of staff. Consultant help to schools requesting assistance in reorganizing present media facilities and encouragement to schools to utilize classroom teachers as subject resource people have in a few instances facilitated a more flexible use of the media center. The tradition of scheduled media instruction periods, particularly at the elementary level, remains perhaps the greatest barrier to increased flexibility in the use of our media centers. With the introduction of the concepts of "the open school," "individualized instruction," "non-gradedness," and "student-directed learning," we are finding a corresponding change in the ease and flexibility of student access to school media learning resources. To the degree also that the unified media center concept is accepted in the instructional program of the school, we see increased freedom in the use and home circulation of media resources of all kinds, including accompanying audiovisual equipment.

Delaware: It is increasingly difficult to encourage principals to allow media specialists to provide an open situation. As adequate staff are provided in the media center, there is a tendency, especially at the elementary level, to require a fixed schedule. During the course of the elementary evaluation program and the information gathered during the visitation reports that were conducted during the past year, it appears that scheduling remains a major problem. Fixed scheduling practices are discouraged by all Department specialists. The specialists in early childhood education and reading have been extremely helpful in this matter.

Rhode Island: Administrative and scheduling practices that permit free and easy use of materials of all kinds continues to be a difficult area to handle. Many administrators have been exposed to the open school concept through our Alternative Learning Center. Continued effort will be extended in this area.

Georgia typifies the attitude of all States in the Southeast toward improving accessibility of materials:

> Concentrated efforts have been directed toward open or flexible scheduling and freer loans of materials and equipment. This thrust has included State, district and local inservice programs for supervisors, principals, media specialists, and faculty groups.

Additionally, Kentucky's School Media Consultant encourages statewide visitation of school districts which have thoroughly committed themselves to the concept of free access to materials. The Division of Instructional Media circulates four media newsletters a year to all superintendents, principals, supervisors, and media specialists. In these newsletters examples of outstanding programs of media utilization are described, and several articles have been devoted to the topics of non-restrictive scheduling and free access to materials.

North Carolina reports that the development of a districtwide unified media program has encouraged administrative and scheduling practices that permit free and easy use of materials of all kinds. Both elementary and secondary schools have been encouraged to adopt open scheduling so that students and teachers may have immediate access to all media. The unified media concept has promoted independent study in both elementary and secondary schools. A large number of schools now encourage students to take home all types of materials, including disc recordings, cassette and reel-to-reel tapes, filmstrips, 8mm film loops, framed art prints, pamphlets, periodicals, and books. Equipment to use these materials is also available for loan to students. All special-purpose grants under ESEA title II have encouraged free use of all types of material.

"For maximum effectiveness, any class, any group, or any individual should be permitted to go to the media center for information and materials without prescheduling." So states the North Dakota Guide for Curriculum Planning. New classification requirements, effective July 1, 1974, include the statement, "The effectiveness of the media center should not be restricted by utilizing it as a regular study hall." Michigan, in one workshop, focused on administrative practices that inhibit the use of materials.

An important aspect of the Utah Integrated Media Program is self-evaluation by each school staff of its media operation with emphasis on free and easy, but effective, use of materials of all kinds. In Utah there is diminishing use of the media center for scheduled large-group activities except in primary grades where story time or similar activity is felt to have positive value. At other levels large-group orientation or instructional activity concerning effective use of the

media center is utilized as appropriate. More and more, as local conditions permit, media centers are serving as learning resource centers for individual and small-group use. Students, more often, are coming and going freely and assuming greater responsibility for their own learning. However, progress is handicapped by lack of personnel to man the centers. Often teachers must take groups to the centers because they must double as media personnel.

In Idaho attention is given in Your Media Program K-12, the State guidelines, to administrative and scheduling practices which permit free and easy use of all types of materials and equipment.

States in the West vary in the degree of success attained in assuring free access to materials, although much stress has been and continues to be placed on its importance by State title II coordinators and media staff. Flexible use of library resources, whether by individuals or by large groups and classes, is specifically stated in Goals for School Library Media Programs: Guidelines for Schools in Hawaii. In Nevada the plan for making the materials accessible is required on title II applications.

Accessibility to the media center by all students throughout the school day is emphasized in inservice meetings and during onsite visits by California State staff. There is also strong encouragement to allow all library resources to be available for home circulation by students. As materials become more plentiful, administrators are relaxing their attitudes toward home use of both materials and equipment. Changes at the elementary level are particularly evident as more and more schools move from rigidly scheduled library periods for teaching library skills to more flexible programs that are increasingly integrated with classroom learning experiences and skills taught at the time of need.

In the Bureau of Indian Affairs schools, as in other schools, it is the principal who sets the tone and establishes scheduling policies. There has been some shift to the philosophy of allowing free access to materials in these schools, but too many administrators are still oriented to quiet study halls and limited access to library materials.

Development and Revision of Standards

Administrators and media specialists assigned to the administration of ESEA title II in the northeastern State departments of education have provided leadership in appraising existing State standards for school library resources, have initiated new and revised standards, and have promoted and directed dissemination and implementation of these standards. Maine, Pennsylvania, and Vermont are among States reporting plans for revision of standards.

The small number of northeastern States that use title II funds for the acquisition of other instructional materials use existing standards for school library resources for such materials. Criteria for the selection of textbooks have been developed by several northeastern States. Delaware, New York, and Pennsylvania are among States issuing bulletins which provide contemporary criteria by which school districts can more effectively select textbooks. The Delaware bulletin, issued in fiscal year 1973, has this introduction:

> It is further a purpose of these guidelines to provide the basic principles by which the educational programs and instructional materials in the public elementary and secondary schools in Delaware might more constructively convey the multicultural aspects of the American society. One of the more apparent characteristics of the instructional materials used in many schools has been the portrayal of the dominant culture while either omitting or minimizing the contribution of women and members of minority groups to the progress of the United States. The majority of students may rely upon their textbooks as the basic source of information in a given area of study; consequently, diligent care and discretion in the selection of learning resources should be exercised by teachers so as to minimize cultural and sex-role stereotyping.

Alabama, the District of Columbia, Kentucky, and Virginia reported that plans for revision of standards for media programs were in varying stages of completion. In Alabama, the revisions have been made and are ready for editing, with subsequent implementation following soon. Tremendous progress has been made since 1965, with all public schools and many non-public schools meeting present standards. ESEA title II has served as a catalyst in this effort.

During 1973 Virginia school supervisory staff members worked with committees on the revision of standards for school media resources in conjunction with the revision of both elementary and secondary accreditation standards. On an overall State average, the standards for books per child and for expenditures have been met, with steady progress being made toward meeting present standards for personnel. ESEA title II funding ($2,154,844) represents one-fourth of the total amount spent in Virginia in 1973 for school library resources.

The accreditation standards of the North Central Association are being revised to include elementary schools for the first time. Accreditation standards for secondary schools are being updated. West Virginia's standards are based on those of the North Central Association. Addition of elementary standards should give a much needed impetus to the development of a statewide elementary school media program.

All States in the Southeast Region report that ESEA title II has been a consistent and significant influence in their progress toward meeting State and regional standards for media programs.

Since 1965 all States in the Upper Midwest have developed and revised State standards, often patterning theirs to some extent after the Standards for School Media Programs, developed by the American Association of School Librarians and National Education Association. Several States expressed concern that a number of local school districts have not yet reached State standards which, in most cases, are lower than the national ones. Reasons cited for not meeting State quantitative standards were: (1) the large number of new elementary school libraries begun since 1965 and the ever increasing number of new secondary school libraries; (2) consolidation of buildings and districts; (3) budgetary restrictions because of tax failures; (4) student attitudes, resulting in theft and damage; (5) a more systematic weeding of collections.

Two States reported recent revisions or additions to their State standards. Illinois revised, published, and distributed copies of Standards for Educational Media Programs in Illinois. Iowa published and disseminated Plan for Progress in the Media Center: Facilities. State education agency personnel, university media personnel, local school district media personnel, school superintendents, and architects participated in the preparation.

Standards in all the Western States except Alaska have been recently revised, and strides are being made in meeting the new standards. For example, the book per pupil ratio has risen to 8.7 in Hawaii, and to 7.8 in elementary schools and 9.2 in secondary schools in California. Particular progress was reported in improving the collections of audiovisual materials in schools.

3. TITLE II'S COMMITMENT TO RIGHT TO READ

Notable Reading Projects - a Publication

The Office of Education continued in fiscal year 1973 to publish the series of reports describing notable reading projects funded under title II. The five bulletins published during the year provide examples of the high priority given to reading in funding title II projects and indicate that the program has contributed substantially to the education of children with reading difficulties.

Nearly all projects described in the series of reports have included evaluation components, ranging from very simple questionnaires and attitude surveys to more sophisticated techniques and instruments. The projects serve primarily children and teachers in regular elementary and secondary school programs; however, some serve such target groups as disadvantaged, gifted, and handicapped children, and such special programs as career education. The initial 2,000 copies of each issue have been quickly exhausted and several issues have been reprinted a number of times. Projects described in the bulletin have been abstracted in several professional reading and media journals,and project directors report a large number of inquiries for further information about their programs.

Representative Creative Projects in Reading

In fiscal year 1973, the title II program continued to make a considerable contribution to reading development. The northeastern States reported funding many title II reading projects. New York, for example, noted a marked increase of competitive grants directed toward reading. There were 22 grants totaling $538,082 in fiscal year 1972 compared with 70 grants representing $1,229,386 in fiscal year 1973. The following descriptions of projects in Connecticut are typical of the small grants made in a number of States:

> Pupils in East Windsor High School read widely on myths, superstitions, occultism, and Oriental customs and prepared projects ranging from preparation of a Chinese meal to a demonstration and explanation of Karma Yoga.
>
> At the Southeast School in Newington, the enthusiasm generated by ecology-related books and other reading materials resulted in pupils winning prizes in an ecology poetry and poster contest sponsored by the Environmental Protection Agency.

Fourth graders in the Northeast School in Bristol became "hooked on books" through the use of an abundance of paperback books, a very informal reading atmosphere, and much individualized counseling.

New Jersey projects included an integrated reading program for grades 4, 5, and 6 and the Fellowship Farm School, Piscataway; paperback classroom libraries; multiage reading groups for grades K-4 at Barley Sheaf School, Flemington; and a remedial and developmental reading program at Barringer High School, Newark. The scope, nature, and size of Massachusetts special reading projects is illustrated by the following:

Chicopee, Selser Memorial School, ABOUT FACE: RAISE READING LEVELS, $800

Gardner, Prospect School, A KIT PER KID - READING, $2,000

Natick, Murphy Elementary School, STOP, LOOK, LISTEN, AND READ - A CHILDREN'S PROPOSAL, $2,500

Reading, Reading High School, LEARNING ON OUR TERMS - READING, $1,000

Somerville, St. Joseph's Elementary School, TRUE READING INTEREST PROVIDED, materials loaned totaling $2,500

Watertown, St. Patrick's High School, SPACE SHIP EARTH-INTEGRATED READING/SCIENCE/SOCIAL STUDIES, materials loaned totaling $2,500

Maryland reported a variety of programs using innovative curricular and instructional techniques, especially creative projects in the field of reading. Two middle schools in St. Mary's County have made a great effort to buy materials that interest teenage students - books about pop singing groups, records and tapes. These materials have been very popular and have brought children to the media center on a regular basis. At Beach Elementary School in Calvert County no reading texts are used. Reading is taught through interest and through many forms of media. The media center is a basic part of the reading program, and its success depends on the services and materials available there. In Cecil County, title II contributed to materials needed for the New Language Arts Curriculum, which included the Phased Elective Nongraded program (PEN). The PEN program restructured secondary English for the tenth, eleventh, and twelfth graders so that students with reading problems could elect Basic Reading I, which includes both developmental and remedial reading. In addition,

courses designed to help these same students, such as Vocational English, Fundamental English, and Sports in Literature, though focusing on some other area of content, continued to emphasize the reading factor by using various groupings, materials, and techniques. In Frederick County, exemplary programs in self-selection and in content reading have been developed using the excellent trade books and nonprint materials which have been made available. Pilot programs have emerged which stress the acquisition of survival or functional reading skills which is a state-mandated priority. The free reading program of the Stephen Decatur School in Worcester County which began two years ago using paperback books has spread with great success to other schools throughout the State.

In Tennessee, Memphis City and Shelby County Schools have made a concerted effort to channel title II funds into innovative reading projects. Both of these progressive systems have reading programs which promote the creative use of print and nonprint materials. After the child has mastered the basic reading skills, media centers continue to provide the materials to stimulate interest in, and encourage the development of, reading potential. Reading continues to be promoted in Trujillo Alto, in Puerto Rico. A Reading-for-all project involves 689 elementary and junior high school children. The media specialist helps the children to select curriculum-oriented materials as well as other materials related to their interests. At home parents discuss with their children the books read. The media specialist keeps in touch with parents to coordinate this activity. The use of filmstrips and puppet shows in connection with the project is noteworthy in stimulating and maintaining interest in reading.

The Right To Read segment of ESEA title II in West Virginia is the most innovative part of the program. In Ohio County each school developed its own concept of a Right To Read miniproject based on the theory that projects are most successful when the ideas are generated by the teachers who will be using the materials. As an example, Madison School, whose media center had previously served only junior high school students, opened its doors to all of the children in the school, including the kindergarten. The project is designed to encourage reading by familiarizing pupils with the center and its materials, by teaching proper use by student-centered activities interspersed with "strong hours," and by allowing the free usage of all types of media in the center and in the classroom, as well as encouraging borrowing for home use. The basic reading programs are supplemented by books, records, sound filmstrips and tapes which are closely coordinated with the career education program newly initiated in the county at all grade levels this year. One third of all the ESEA title II allocation in West Virginia is spent for Right To Read projects.

Nine out of 12 Upper Midwest States utilized a percentage of ESEA title II acquisition funds for special needs or special purpose grants to local public school districts on a competitive basis. Though many of the projects provided materials for remediation and motivation for the poor reader, some were designed to stimulate the gifted as well as the nonreader. In Illinois, the 54 ESEA title II special projects developed creative approaches in improving attitudes toward reading. Minnesota special projects included a Health Education Study Project in six elementary schools in which filmstrips, phonodiscs, and cassette tapes were used to support topics such as individual health habits, and values and perceptions relating to health, safety, drug education, and nutrition. A basket-of-books project in a Perry Township, Indiana, high school involved students, teachers and librarians who selected a large number of popular paperback books for loan to classrooms. Homeroom representatives actually brought clothes baskets to the instructional materials center to get books for their classrooms. "Student and faculty response has been great," reported the district media supervisor.

The following excerpts from the Michigan report show that the school library resources provided by ESEA title II funds have made a difference in attitudes toward reading:

> Marvin, a senior with an IQ in the low average range and 1st grade reading ability, enrolled in Central Montcalm Developmental Reading Class. In addition to reading tests as an indication of growth, observations by the teacher and librarian of reading habits and interests were used. Marvin's main interest was the Chilton Motor Car Repair Manuals and Hot Rod Magazine. Because we were able to maintain his interest in library books and magazines about cars, he gradually moved into other areas - easy biographies and mysteries. At the end of the year he posted a 3-year gain and a high interest in reading.
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> West Catholic High, Grand Rapids: A classroom library was provided for one teacher whose students evidenced no desire to come to the library. These students judged a book by its title, cover picture, and size. On an opinionnaire returned anonymously, 68 percent of those answering said they were reading more than formerly. A number of them volunteered the information that they had finally discovered books which were interesting; and 88 percent indicated that they planned to read during the summer and that they had or were getting a public library card.

The relationship of the title II program to the Right To Read Effort in Texas was interpreted to the educational community and the general public through a 30-minute television program as one aspect of the awareness and dissemination facet of the Right To Read Effort. A slide presentation and script were developed to describe the role of the library in support of and in conjunction with each of the Right To Read goals. Examples of local education agency programs were used to illustrate library activities in achieving the various goals.

The reading consultant and a title II staff member have worked as a team to present the Right To Read Effort to interested groups. Both were active members of the task force which developed the document establishing the Texas goals and both are members of the Continuing Committee on the Texas Right To Read Effort as well as the Steering Committee for the larger Continuing Committee. Title II staff members serve on the Right To Read technical assistance teams and are able to provide consultative assistance to local education agencies in coordinating title II acquisitions and the Right To Read program.

One result of this combined effort is the project in Lubbock, Texas. Eighth and ninth grade students in a Lubbock junior high school use the resource center as a part of the program to remove reading deficiencies. Staff developed approaches are used in the center to improve both skills and student attitudes toward self, learning, and school. The center cooperates in developing library and study skills related to specific subject areas. The center is staffed by a teacher, student teacher, and student aides. Equipment and materials include film sets, word games, paperbacks, records, tapes, filmstrips, controlled readers, and tachistoscopes. Study carrels are provided.

Reading continues to claim much attention in Louisiana schools. In-service for faculty members stresses the importance of school media centers and all their resources. As the Right To Read program continues to develop and is coordinated with title II, changes in curricular technique will be effected. In Montana the State agency's concern for adequate school library materials can only be interpreted as support for the Right To Read effort. The activities of the State reading supervisor encouraged utilization of the resources available under the title II program to complement and supplement all types of reading programs as well as those Right To Read programs in the State funded directly by the U.S. Office of Education.

The 1972-73 publication, Relating Reading and the School Library Program in the Primary Grades, was a cooperative venture between a California State title II consultant and a curriculum consultant in reading. Printing and distribution costs were paid by the Bureau of Elementary and Secondary Education of the State Department of Edu-

cation. The content was planned and developed with assistance from county office and school district personnel. Several of the photographs are from Phase II project schools. This handsome booklet has had wide distribution, is making an impact on the relationship of reading teachers and librarians, and is beginning to influence school administrators' attitudes toward the functions of the school librarian.

In Alaska $40,000 was set aside for special-purpose title II grants to fund nine projects to foster programs of innovative curricular and instructional techniques, with high priority assigned to early elementary grades. Materials acquired are circulated through school media centers which, with the additional materials, are more efficiently supporting individualized reading programs in effect in many of the recipient schools.

The Oregon State Department of Education is attempting to improve reading competencies as a means of achieving the objectives in its five instruction-related priorities. All title II projects must reflect a plan to improve reading abilities of pupils in the schools receiving the grants. Parkrose Heights Jr. High School in the Parkrose District of Portland expanded its instructional materials center to reach pupils who are nonreaders or who have not been stimulated to experience any of the learning media in the school. The numbers and kinds of paperbacks seen in pupils' hands show that the goal has been partially met. Kits with cassette recordings reached pupils with measurable reading difficulties.

4. SERVICES TO PRIVATE SCHOOL CHILDREN AND TEACHERS

The program reports for the first 7 years of the title II program have dealt at length with the favorable climate of cooperation between public and private school officials related to the program. This cooperation continued during fiscal year 1973 when a very high percentage of pupils and teachers in private elementary and secondary schools participated in the program.

Three northeastern State departments of education -- Maine, Massachusetts, and New Jersey -- serve private school children and teachers directly in the title II program by purchasing the resources for their use, holding title to the materials, and handling loan procedures. In these States service to public school children and teachers is handled by local education agencies who do the purchasing, hold title, and develop appropriate loan procedures. Six of the remaining States -- Connecticut, Delaware, New Hampshire, New York, Rhode Island, and Vermont -- have resources for both public and

private school children and teachers purchased by local education agencies, who also hold title and handle loan procedures. The Pennsylvania State Department of Education does all purchasing of title II resources for both public and private school children, holds title to the materials, and makes the materials available to eligible children and their teachers.

The report of the Massachusetts Department of Education on title II services to private schools is typical of the services rendered in several States:

> Services under ESEA title II to public and private school children and teachers are substantially the same in Massachusetts. Private school representatives are eligible to apply for materials on loan under both the regular and special-purpose phases of the program. Workshops conducted in proposal-writing in fiscal year 1973 were open to private school and public school educators. Slightly under 500 private schools enrolled children participating in the regular grant program for $319,833 in materials on loan, and 25 received additional awards under the special-purpose phase amount to $40,600 in materials on loan. Finally, both public and private schools may utilize the consultative services of the ESEA title II staff and may borrow from our central collection of some 20,000 juvenile and professional titles.

In the Southeastern Region, services such as lists and catalogs from which to request materials, inservice training, workshops, consultant services, onsite visits to assist in planning, and dissemination of information were made available by the State agency to private school children and teachers participating in the ESEA title II programs. The ESEA title II coordinator in Florida participated in a panel discussion on Federal programs held by the Diocese of Orlando for their school personnel. The Kentucky Department of Education, through the ESEA title II coordinator, encouraged local school superintendents to have 100 percent participation from eligible private schools in the selection of materials for special needs as well as basic instructional media. In North Carolina, the relative need index used to effect the equitable distribution of materials to children and teachers took into consideration the available quantities of nonprint items such as filmstrips and recordings in relation to recommended standards, as well as such print items as books and periodicals. Each school administrative unit required that all schools, including private schools enrolling eligible children, complete a relative-need index in order to

determine priority for project participation within the unit. This method of determining allocations has been instrumental in extending to private schools the concept of the desirability of a full range of materials.

In Alabama, the District of Columbia, Georgia, Maryland, Mississippi, and Puerto Rico, the State agency administered the ESEA title II program directly to private school children and teachers, with materials being cataloged and processed before loan in some cases. In all States where a local public school district spends part of its ESEA title II allocation for materials to be placed in a district center, loans of these materials to eligible children and teachers are required. The same policy holds true for state-administered materials centers and film libraries funded wholly or in part with ESEA title II funds.

During fiscal year 1973 services to private school children continued to strengthen relationships between public and private schools in the Upper Midwest. Nebraska was no exception despite the fact that a private agency administers the program for children and teachers in private schools. When requested, assistance in selection of materials is given by both the local public school supervisory staff and State curriculum and media supervisory staff. Private representation on State and local advisory councils, attendance at library/media workshops, mailings of State bulletins, newsletters, and other publications, and inclusion of private schools in State education agency evaluations of library/media programs are other examples of services to the private sector. In Illinois, Kansas, Michigan, and Missouri several public school districts have administered special-purpose projects for the benefit of private school children.

Aid in planning and selection was given to private school teachers, media personnel, and administrators in Arkansas. The ESEA title II staff also screened and approved buying lists for private schools without certified librarians. State staff was available, by invitation, to visit private schools and held joint conferences with personnel from public and private schools.

The annual conference for media personnel is open to all educators in Idaho. Most private school media people attend this conference and participate in the session dealing with project development and proposal writing. State staff members conduct workshops or individual conferences with staff of private schools upon request. The consultant for educational media has met with teachers from both private and public schools at several workshops within the State and discussed the total media program and the part that title II plays in improving the program. New media guidelines are available to private school people upon request.

The title II coordinator in New Mexico reports:

> Private schools were contacted and visited by the title II ESEA administrator to assist in assessing needs and in planning program development. Memoranda reminding private school administrators of services available from the State Department of Education were sent statewide. All inquiries were promptly processed and staff deployed to those schools needing assistance in writing a title II ESEA proposal.
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> Proposal writing and evaluative criteria were the same for public and private schools; however, the State Department of Education used its accountants to purchase orders submitted by private schools, whose size did not warrant a purchasing department.

It is common practice in the States in the Western area to include representation from private schools on title II advisory committees and to make an effort to include private school personnel in other title II activities, in addition to lending materials made available under title II on an equitable basis. The title II director in Arizona kept in touch with the Associate Superintendent and Diocesan consultant in Phoenix, and private schools received the monthly Department of Education newspaper ALERT, which keeps districts abreast of title II and library activities and the materials and services available from the Library Media Services Division. Two sets of study prints on Indians of the Southwest were placed on loan in each private elementary school participating in the title II program, and private schools participated in the program through which pupils receive Achievement in Reading Certificates. This program is directed by the State title II administrator. Numerous private schools sent personnel to the Right To Read Tutor Training Workshop sponsored by title II and also to the two title II workshops held in Navajo and Apache Counties.

One of the 28 special title II grants awarded in California during the year went to participants in a private school through the public school district in which it is located.

In the Trust Territory of the Pacific Islands, the title II administrator ordered subscriptions for 10 periodicals from title II funds for use in each private secondary school as a service, since small schools frequently lack staff and have difficulty keeping up with magazine subscriptions. Private school administrators attended a secondary-school principals' conference at which the title II coordinator spoke on title II and other programs.

The Archdiocese of Seattle, Washington, cooperated with the Seattle School District and the Highline School District in planning and implementing the participation of the children and teachers in its schools in four nonpublic special-needs grants. Private school educators participated in developing and carrying out Small Schools Sharing, a project jointly sponsored by the State Superintendent of Public Instruction and the intermediate school districts. Learning activity packages developed with title II support through the Small Schools Sharing project were made available for use in public and private schools through intermediate school districts.

5. EVALUATION

Formal Evaluation by State Departments of Education

A comprehensive evaluation of the special-reading grants made in Connecticut under title II in fiscal years 1971 and 1972 was conducted during fiscal year 1973. Following are comparative statistics from this evaluation:

	Fiscal Years	
	1971	1972
Funds Allocated	$206,369	$309,439
Number of Projects	103	159
Number of Children	9,864	24,969
Number of Teachers	515	1,104
Percent of Objectives Achieved:		
Fully	24%	36%
Substantially	65%	51%
Minimally	9%	11%
Not Achieved	2%	2%

Seventy-two percent of the project directors reported that the projects would be continued. A study of the projects in terms of their effectiveness in relation to the number of children involved yielded the following data:

	Objectives Achieved		
	Fully	Substantially	Minimally or Not at All
Projects with			
150 children or more	25%	63%	12%
50 children or fewer	43%	44%	13%

During fiscal year 1973, the ESEA title II staff in Massachusetts conducted three large workshops for a total audience of about 200

school media specialists and supervisors, curriculum coordinators, principals, assistant superintendents, and superintendents. The nature of these sessions was a broad approach to needs assessment, planning objectives and activities, selecting media to support objectives, and devising measures to test program effectiveness. The results of these conferences have been improved project planning and reporting. Following are types of evaluation being conducted in relation to the special-purpose grants awarded:

- Attainment of behavioral objectives
- Questionnaires and attitudinal surveys for teachers, pupils, parents, and administrators
- Behavioral observation forms used in classrooms and media centers
- Achievement test scores on pre- and post-tests
- Structured interviews to examine significant factors
- Journal or anecdotal records
- Observation of differences in behavior of control and experimental groups
- Records of number of reforms initiated which are related to the project
- Media evaluation forms for teachers and pupils

New Jersey statistics indicated that title II funds have served to move districts forward:

	1971-72		1972-73	
	Public Schools	Private Schools	Public Schools	Private Schools
Librarians	1,484	267	1,946	356
Books per Pupil	8.0	7.9	8.7	8.3
Expenditures for Books	$7,226,620	$766,011	$7,925,907	$774,751
Expenditures for AV	$3,935,376	$386,951	$5,319,286	$261,132

Pennsylvania staff regularly evaluated all areas of the school program as they made periodic visits to schools. Questions concerning title II are included in the form used. The following results are indicated:

1. Title II has stimulated local school systems to provide media staff and facilities.

2. Title II funds enable local schools to acquire expensive but essential reference collections.

3. Title II funds have greatly strengthened nonprint collections.

4. There is growing awareness among teachers of the need for a variety of media in good teaching.

Many States of the Southeast continue to rely on data gathered by the annual report for the school media program as the main instrument for evaluating the ESEA title II program. The ESEA title II coordinator in Alabama conducted a long-range study of the program which reveals the status of school libraries in Alabama in relation to both the 1960 and the 1969 national Standards for School Media Programs. The annual needs assessment of the fall of 1972 indicated that fewer than 135 schools were without library programs, that most children had access to at least five books per child, and that nonprint materials were increasing.

South Carolina established in 1965 as a State priority for ESEA title II the use of these funds to increase the number of volumes in the schools to meet the State accreditation standards of 10 books for each elementary child and 6 books for each high school child. Accreditation reports for 1972-73 indicate that the average number of books per elementary child has reached 13.28, while the average number of books per high school child is 9.57. More than 89 percent of all public schools in the State now meet minimum standards for numbers of volumes required.

In Mississippi the two primary objectives of the ESEA title II program have been to increase greatly the amount of library materials available in the schools for the use of children and teachers, and to show that the increased amounts of materials can contribute to the raising of pupil achievement. A questionnaire sent out as part of the annual report revealed opinions by superintendents as shown in the table on the next page.

Opinions of School Superintendents 1/	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a. Title II, ESEA has greatly increased the amount of library media materials in our schools.	104	41	0	2	0
b. Because of the additional materials we have been able to secure with title II funds, our library media centers are used a great deal more by teachers.	50	94	2	4	0
c. The increased amount of title II materials in our media centers has led to a closer cooperation between the staff of the library media centers and the classroom teachers.	47	84	17	2	0
d. The added material in our library resource centers provided by title II, ESEA, has contributed to raising pupil achievement.	28	102	20	0	0
e. We have been able to add many high interest, low vocabulary books with title II funds.	73	71	2	4	0
f. The material added to our media centers with title II funds includes types of material that will support special education programs such as those for pupils who are mentally and physically handicapped	23	78	24	22	0
g. Materials purchased with title II funds support instruction in the area of social problems, such as drug abuse and environmental/ecological education.	53	84	9	4	0

1/ The items, especially a - d reflect accomplishment of title II primary objectives in Mississippi.

Puerto Rico made a study of its media program which encompasses the use of audiovisuals and technology in upgrading instruction. Techniques employed were onsite visits, interviews, questionnaires, records of materials requested, written work plans, evaluation of tests, and achievement reports. Among the findings are:

- 80 percent of the plans of media specialists provide for systematic analysis of study units and evaluation of instructional materials.
- 40 percent of the media specialists are training teaching personnel in the correct use of learning resources.
- 100 percent of the media specialists are training teachers in the evaluation and correct selection of materials.
- 80 percent of the media specialists have prepared and made available to users lists of materials.
- In the classrooms the materials used were appropriate to the students' level in 80 percent of the cases, attracted and maintained their attention, used adequate amount of stimuli, and were appropriate for the class period; in 60 percent of the cases, materials concerned students' reactions and application of previously acquired knowledge.

In a Minnesota survey, an assessment of school library programs from the students' and principals' points of view showed that school libraries have, in general, adequate materials and staff and offer adequate services. Of 3,854 respondents, 820 used the library daily and 1,443, at least once a week. The Ohio State Department of Education and the State Library of Ohio cooperated in a survey of school libraries/media centers. A total of 2,430,497 students were enrolled in 4,213 public school buildings. Of these buildings, 1,719 had separate library media center facilities. Average book expenditure per student was $2.83; total materials expenditures, $3.88 per student. Ohio standards for school library personnel call for 3,900 certificated librarians/media specialists, yet only 1,182 positions are filled at this time. Fifty-six percent of all public schools meet State standards for number of volumes (50 percent of elementary schools; 79 percent of senior high schools). Seventy-five percent of all public schools meet standards for expenditures (71 percent of elementary schools, 92 percent of senior high school).

The Nebraska Department of Education held a workshop for 20 professional school library/media personnel to consider the evaluation of school media programs and to develop a guide and other materials

for such an evaluation. The instruments developed were field tested and ready to use during fiscal year 1973.

A random survey of 15 Kansas public school districts involving 89,202 students and eight private schools involving 1,586 students compared library expenditures, budgets, and teaching supplies expenditures per student with the new State requirements of $6 per student. The main purpose of the survey was to determine whether all library media were being reported accurately. Many private schools needed to raise their expenditures for audiovisual materials, and many public schools are reporting audiovisual materials with teaching supplies. These schools are being encouraged to catalog all audiovisual materials before placing them on loan to classrooms and to report audiovisual expenditures as library media resources. Private schools are being encouraged to improve audiovisual and book collections. ESEA title II has been of great benefit to the private schools because many of them had inadequate or no elementary library media programs prior to 1966.

The Wyoming State Department of Education telephone survey indicated approximately 150 library aides employed in public school libraries. Only a few have any training for their particular type of job and indicated a desire to attend classes or workshops in media. The Coordinator of Instructional Resources contacted several schools in an attempt to determine the extent of inservice training programs for teachers in the area of library and audiovisual programs. The results of this survey indicate a lack of inservice for media.

The results of the evaluative procedures in New Mexico showed that the title II ESEA projects funded in small isolated school districts provided printed material to supplement and enrich programs for children of a bilingual heritage, who otherwise would have had no access to these materials because of the districts' restricted library budgets.

The Idaho State Department of Education is committed to assisting local educational agencies conduct needs assessments indepth. Twelve districts completed such a needs assessment and five others were in the process; the number to be started in fiscal year 1974 depends upon the availability of funds and personnel in the State agency. The title II administrator has access to the results of these assessments as well as of the revised statewide needs assessment conducted under title III ESEA. In the initial statewide needs assessment, availability of materials was considered a very critical need. In examining the needs as identified by the individual local districts, this item still remains in most districts as a critical educational need. As the needs assessments are completed, title II staff will

with those local agencies which have identified the availability of materials as a critical need to provide technical assistance and perhaps some financial assistance in the form of special incentive grants.

Oklahoma continued to evaluate each library program upon its merits, based on results from past years. Through random sampling it was found that much progress has been shown in approximately 60 percent of the programs, some progress in 30 percent, and little progress in about 10 percent. The results of a special study made in cooperation with the State Library Association showed that approximately 50 percent of all the elementary schools still have classroom collections only. About 9 percent have centralized collections but were not properly cataloged. Approximately 32 percent have centralized libraries that are properly cataloged. The pilot programs in elementary media centers should encourage the funding of more elementary media centers. The greatest obstacle seems to be sufficient funding to implement them.

One of the subgoals of the California ESEA title II Program and Operational Procedures for the year was to develop, install, and implement evaluation techniques designed to determine the effectiveness of operational and proposed media centers in the State. The report and objectives and degree of completion follows:

Objective	Evaluation
2.4 Operational Projects	
By June 30, 1973, under ESEA title II, the Bureau will have planned, installed, and operated programs covering 30 new and exemplary multimedia centers in school systems located in various geographical regions of the State.	100% completed
By June 30, 1973, all approved Phase I and Phase II projects will have met established criteria.	Criteria in Objective 2.5 not developed due to lack of staff.
2.5 Evaluation Criteria	
By October 1, 1973, the Bureau will develop and implement criteria for appraising 2,200 ESEA title II projects.	0% completed due to lack of staff.

Objective	Evaluation
During fiscal year 1973 the Bureau will formally evaluate 12 media centers upon receipt of requests from local education agencies and nonpublic schools for such evaluations.	80% completed.
By June 30, 1973, visited and appraised the relative effectiveness of ESEA title II, Phase II projects funded in fiscal years prior to 1972-73.	Only 20% completed due to lack of staff.

Subjective Evaluation

A. Changing Uses of Materials in Newer Instructional Methods and Subject Areas

(1) Supporting Curriculum

Title II coordinators and media and subject specialists in the northeastern State departments of education report the use of title II funds to support the development of curriculum and instruction in nearly every subject area of the elementary and secondary school program. A good example of title II assistance in increasing and improving the use of media in elementary and secondary school subjects was reported by Massachusetts: the use of new media for converting to the metric system as the basic unit of measurement. The ramifications of conversion extend beyond measurement in science and mathematics courses and have extensive meaning for media programs. Media are being acquired to retrain teachers to become familiar with the metric system in order to teach it. Books and other media used in mathematics and science classes, social studies, home economics, and industrial-vocational subjects are being replaced with media showing the metric system as the basic unit of measurement.

Following are examples of title II support of a changing curriculum:

New Jersey--Woodbury Junior-Senior High School short term exploratory courses in science and an advanced 6-year program in mathematics are supported with media acquired under title II.

Rhode Island--Art was a curriculum emphasis at South Road School, South Kingston, for the last fiscal year. Pupils were introduced to art through prints, slides, books, and filmstrips.

Vermont--The fourth grade of one elementary school prepared a special project on local and State history. In preparing their presentation, the children had access to books on Vermont history, poetry, and folklore.

New York--Evidence of the value of title II resources to language arts instruction is shown in a recent survey of K-12 English teachers conducted by the State Education Department. Under teaching methods most successfully used, the following percentages were reported:

Library usage	70.8
Teacher-led discussions	69.5
Teacher small group	67.7
Dramatization	50.8
Project work-class	43.9
Project work-group	42.6
Small group discussion	28.5
Project work-individual	26.6
Tape recording	11.0
Puppetry	6.5

The increased quantities of new attractive media being added to many schools under the title II program has resulted in widespread uses of materials in teaching and is particularly noticeable in those areas which had formerly relied chiefly on textbooks as the main item for study. A report from the media specialist at Pennsville High School, Pennsville, N.J., indicates the variety of subject areas in which media are being used:

> Our title II grant provided great impetus for change. Since what we had was strictly a library - no audiovisual materials - the first thing that happened was the words "media center" painted in large letters above the door. Reaction was immediate - what's media? Again reaction was fantastic. Magazine readers became media users and all sorts of new interests have been aroused among students. The response to art reproductions has been great. Students talk about pictures, borrow pictures, and even ask where the originals can be seen. This has prompted a "Where to Go" file, a card index of museums and interesting places to visit in our area.
>
> Other new services developed as a result of the grant include a Festival of Nations in cooperation with social studies, home economics, and art classes. Realia kits are available for use of students in special education. All types of media are used for assignments in such scattered subjects as driver education, typing, mathematics, and industrial arts.

Delaware media specialists made the following comments:

> The high school has initiated many minicourses in English and social studies. All types of materials purchased from title II funds have supported these programs; many faculty members have instigated individual instruction and inquiry since they have proper materials. Since career education is a priority of the district and was a primary project for our funds during the last two years, media have supplemented and enriched our programs, World of Work and Bridging the Gap. Without the title II materials, this would have been a skimpy program.
>
> Our middle school social studies program uses no textbook so the instruction and learning takes place through committees using the books and other media. Many of these materials were purchased under title II. Poor readers were permitted to glean information entirely from filmstrips and recordings for their reports.

Many teachers and media specialists have reported on the value of materials acquired under title II in simulation and games teaching and on the merits of media production as a teaching device. Pupils in New Jersey, New York, Massachusetts, Rhode Island, and Vermont have made films, developed slide-tape presentations, filmstrips, and other media presentations as individual or group projects in several areas of the curriculum. Title II materials are used for the research required to produce a project. The media skills involved are only a part of the learning experience as pupils find it necessary to write, speak, read, and study to complete their work.

Instructional supervisors in the Southeast unanimously report that the many materials provided by ESEA title II have served as motivation in subject areas, provided learning experiences other than through the textbook, and encouraged individualized learning. Enlarged media collections are available in special interest areas such as ecology, environmental health, career education and drug abuse.

ESEA title II has had and continues to have a great impact on the improvement of instruction in Alabama. Learning centers are being established to provide the desired services and media to improve work-study skills in independent learning experiences. Principals and teachers have a great awareness of the materials needed to make the curriculum more sensitive to the academic needs and special interests of the students of this decade. They testify that the increased amounts of instructional resources have improved the work being done in the classroom. Test results have furnished proof of this advance in achievement.

Increased interest in and utilization of relevant instructional materials, particularly audiovisual, have been noted by curriculum consultants of the South Carolina Department of Public Instruction in visits to both elementary and secondary schools throughout the State. Facility in the use of audiovisual aids reflects an improved attitude on the part of teachers and administrators toward new methods and materials. The growing utilization of these new resources has been consistent and steady.

West Virginia reports that the impact of ESEA title II on instructional resources in elementary and secondary subject areas is evidenced by expansion of media facilities, increased holdings of materials, a great number of projects involving the full range of media, and increased expenditures for media by North Central Association member schools.

In Georgia 92 of the 188 school systems have reorganized the instructional program in terms of the quarter system with a greater degree of individualization of the curriculum. Research-type teaching, which requires great quantities of print and nonprint materials, is recommended by the State Department of Education for all 1,900 schools in Georgia. Both of these changes are supported by ESEA title II in that many of the necessary instructional materials are provided by the program.

School districts in Mississippi report that media personnel are working more closely with teachers in selecting, analyzing, and using instructional media. Through this endeavor any independent study, inquiry, or learning attempted by the student is strengthened, not only through available resources, but also through the assurance that expert guidance in resource materials is available from both teacher and media specialist. In many cases in Mississippi, ESEA title II has provided the resources that enable the teacher to assume the role of a diagnostician or prescriber who confidently turns over the prescription and the student to the media specialist.

Many schools visited by Kentucky Department of Education personnel have totally individualized instructional programs, especially at the elementary level. In most cases, media librarians have been instrumental in the preparation, development, and utilization of source materials for use in independent learning. ESEA title II funds have been used to build resource collections to support this type of instruction. Bibliographies prepared in connection with building individualized learning programs are available for distribution from the Kentucky Office of Curriculum Development.

The following statement from Missouri expresses the general assessment of the role of ESEA title II materials in the increasing and improving use of materials in the various curriculum areas:

> On the basis of information acquired through school visits, workshops, and conferences with school personnel, State media supervisors and curriculum specialists believe that schools are generally meeting criteria established for selecting ESEA title II materials, which are: that materials be of quality content and format; that materials contribute to the instructional program; that materials meet the varying needs.
>
> We know that schools involve librarians, teachers, and principals in a cooperative effort in the selection of materials to insure that the interests and needs of all children and teachers are provided for in all subject areas. In addition to using standard selection tools, teachers and librarians are examining and evaluating as many materials as possible prior to purchase.

Montana reports that the purchase of library books and particularly audiovisual materials is helping schools to develop innovative curricular and instructional programs.

In Texas the following examples show the effect of increased materials on instruction:

1. In Texas City, high school students in language arts classes may select topics of a particular interest from a large number of theme modules. Each theme is individualized through the library resources in many formats.

2. The Dallas Independent School District has introduced primary libraries which incorporate the primary school organizational pattern and concept. Special consideration has been given to the use of library materials in the reading program.

3. The El Paso Independent School District has a well developed bilingual program in which native Spanish speakers begin reading in Spanish. The use of library materials in Spanish and in English are a strong component of these programs.

4. An El Paso intermediate school program incorporating language arts, mathematics, reading, science, and social studies uses a library-media center and separate learning centers. Programed learning kits, teacher-made tapes, educational games,

listening stations and other materials and equipment are an integral part of the instructional plan.

5. The Aldine Independent School District employs elementary school librarians assisted by aides in order to integrate and utilize library materials effectively in the classroom and in the library. The library and the classroom teachers serve as teams to effect the instructional process.

The sharing of New Mexico's ESEA title II resources has benefited students in many schools. Albuquerque Academy received title II funds for a project which placed carefully selected microfilm within the school, and made it available to any student within the city whether or not he was enrolled in the Academy. Continuous additions to this microfilm library constitute resources not available in any other school in the city and are of great value to the student who seeks to do something creative and original. The Corona District has an extremely small income, and library expenditures are small. There is no public library and the regional bookmobile stops once a month. With title II ESEA funding, it is possible to add desperately needed books. The entire educational process is enhanced.

At the Adams Elementary School, Logan, Utah, the principal, the media coordinator, the entire teaching staff, and patrons in the community embarked on a program to upgrade their instructional program and their learning resources. They decided to concentrate their efforts on one area at a time, choosing science as the first area of need. In the second year they chose social studies. Beginning with an intensive study and determination of general goals and specific objectives for each level, they followed up by listing productive learning experiences to achieve objectives. A careful study was made of the best vehicles (equipment and materials) to make the experiences effective. Numerous items were constructed at low cost; others were developed during the learning process and became a permanent part of the resource center; still others were purchased from commercial sources. At the end of a year's activity, many learning materials were accumulated to serve the needs of students and teachers. Interest was stimulated and learning was fun. A considerable number of the unit materials were packaged in weatherproof plastic containers so that children could have them overnight to share with their families. Children also took projectors and tape players home for evening viewing and listening. A variety of language arts experiences grew out of this experience as children were stimulated to talk, read, and write.

Another curriculum-centered program was at a district level under the joint direction of the media coordinator and curriculum specialists in the Jordan School District. Four realia kits related to western

pioneer history were developed to provide somewhat realistic experiences for children which would help them understand and appreciate the past and the developments they take for granted in their life today. The kits were as follows:

To Be a Pioneer--with candles and bricks, bread and butter, soap, wool, and pantry activity.

Ghost Towns--early pioneer artifacts and activities.

Traders and Trappers--all of the paraphernalia of trapping and fur trading.

Hitting Pay Dirt--prospecting and mining.

All kits have study and resource guides, suggested activities, and a great number of realia appropriate to the area of study. Use of the kits stimulates reading, viewing, talking, planning, role playing, writing and many other activities. Children actually pan gold, churn butter, make bread, card wool, make candles and soap, stake claims, buy and sell stock and so on.

Kits of this type are in heavy use in two other districts. Another group of kits has been made available to the State Media Division for circulation to other interested schools.

There were several exemplary projects in Wyoming whereby title II supported regular curriculum practices by emphasizing individualized learning, the behavioral approach to learning, and performance plus other innovative strategies. Natrona County School District #1, Casper, Wyoming, developed Project MEDIA (Meaningful Education Demands Involving Activities). The Southridge and Cresthill elementary schools utilized title II materials to develop "Audio Tutorial" packets in reading, arithmetic, environmental and occupational education. This project supported a title III ESEA "SHARE" program which emphasized the concept that sharing hastens a realistic education. In Fremont County School District #2, Dubois, Wyoming, the Instructional Materials Center Program was designed to facilitate the individualized approach to the teaching of language arts, mathematics and social studies in grades 4, 5, and 6. The district implemented a departmentalized program utilizing the expertise of three teachers and two teacher aides. The title II materials were used to create individualized learning packets that would: (1) raise the spelling and word recognition level; (2) raise the reading level; (3) eliminate frustrations of traditional programs; and (4) provide visual and auditory understanding of the world of work.

Schools in Hawaii have increasingly requested the use of title II funds for meeting the diverse needs of pupils in the process of individualizing and personalizing education. Title II has been especially helpful in providing filmstrips, slides, and other media for alternative ways of learning. The title II program in Nevada increased numerically the school media center resources in participating districts during the year. Observations indicate that students in a multi-textual-audiovisual learning mode maintain an interest in "active search," which is a part of research skills and general learning. By June 1974 the Department of Education hopes to have available a survey supporting the theory that printed and audiovisual materials do have an impact on improving the educational experiences of pupils.

Title II has made a major contribution to individualization of instruction in Arizona schools by providing an abundance of printed and audiovisual materials, thus permitting pupils to take them home with the necessary equipment for viewing and listening. Two innovative projects in the Mesa Public Schools depended heavily on materials under title II. One was a telelecture program in which students interviewed notables, and the other two were Artist-in-Residence and Poet-in-Residence projects, both based in school media centers.

The impact of school library resources acquired under title II is most evident in the contrast between schools with Phase II projects in California and schools where the combination of local effort and the title II, Phase I funding has not been sufficient to provide an adequate collection of materials. Individualization, inquiry and independent learning rely heavily on a variety of readily accessible materials.

One of the California private schools with a Phase II project reports that title II has made significant changes in the curriculum which incorporates self-directed study for a diverse student population. A public high school with a Phase II project reports that team teaching in 2- or 3-hour blocks of time allows for greater use of the Media Center. Also, the media specialists work closely with the teams so that students receive greater individual help. Many of the teachers have students on contracts and are in the process of developing minicourses to take advantage of the excellent media available.

The following statements by Oregon school librarians indicate the impact of school library resources acquired under ESEA title II in educational programs that stress individualization, inquiry, and independent learning:

> The school does not have a greenhouse, but students have used the slides, books, and pamphlets to plan their own for home use.
>
> Excellent materials are available for work-study programs, independent programs, and career planning.
>
> The greater extent of those materials have been purchased in an attempt to personalize the materials so that each individual would have the opportunity to experience growth in reading, viewing, and listening to satisfy his needs and interests at his level of maturity.
>
> All materials which were considered for purchase had a primary criterion of use by individual students with a minimum of teacher preparation. This has made it possible to combine many types of materials to fit student needs, interests, and abilities, and to put these materials into flexible kits.

(2) Supporting the Introduction of New Subjects

Title II has been especially effective in strengthening educational quality and opportunity by providing media necessary to introduce new subjects into the curriculum--e.g., thematic and interdisciplinary courses in history, sociology, and literature--and to increase the quantities of media needed to provide independent study and individualized learning. Massachusetts reports:

> A growing number of schools is engaging in experimentation with open education techniques, especially at the elementary level. This is resulting in the acquisition of a greater range of materials available in teaching and learning situations, to both pupils and teachers, while creating a larger role for teachers themselves in the selection and utilization of materials to support highly specified and/or individualized curricula. ESEA title II has been a major contributor of materials to such pilot or innovative activities.

The following brief project descriptions in the northeastern States illustrate the role of title II in developing new curriculums through the addition of new media:

> Connecticut: An early childhood education project in East Hartford provided carry-home learning packets which strengthened the reading program and the ties of school and home.

Delaware: The minicourses in English, science, and social studies at Seaford High School include supernatural literature, science fiction, media and reality, literature through film, earth and man, motion, machines, and motors, oceanography, the West in American history, minorities in American society, and introduction to historical research. Periodicals, film, earth and man, motion, machines, and motors, oceanography, the West in American history, minorities in American society, and introduction to historical research. Periodicals, film, books, recordings, and newspapers are among the media heavily used for these courses.

Maine: The title II regional resource center at Farmington serves 32 schools and 7,605 pupils. Teachers have been encouraged to utilize a more individualized approach to teaching and the accessibility of media has been greatly increased.

(3) Using Materials in Instruction in the Area of Social Issues

State coordinators report title II projects concerned with such social issues as urban problems, ecology, human relations, political science, status of women, civil liberties, problems of minorities in society, consumer education, and many others. Title II projects have also been funded that provide materials related to the special problems of young people, e.g., school adjustment; relationships with teachers, family, and friends; sex education; career education and planning for the future; drug and alcohol abuse.

Nearly every State reported projects concerned with environmental/ ecological education. About one-fourth of all Connecticut school districts used title II funds for the purchase of media in this area. Carefully selected examination collections and bibliographies concerned with ecology and drug abuse were prepared and circulated by New York title II staff. During fiscal year 1973 they were replenished and revised and circulated again. Reactions from media specialists and teachers in the State indicate that the collections serve a real need. More than 360 individuals requested additional copies of the bibliographies.

New Brunswick High School, New Jersey, used title II funds to provide materials to support Project 18, a course on legal rights and responsibilities for 18-year olds. A title II project in consumer education for inner city pupils at Worcester North High School, Massachusetts, is intended to help pupils cope with problems arising out of advertising, labeling and packaging, and purchase of food, clothing, automobiles, houses, and so forth. Films, periodicals, and books

are used as pupils examine studies made of advertising, analyze advertisements, and collect information useful in understanding them. Title II funds are used at Chicopee High School, Massachusetts, to provide media used for a new course on the changing role of contemporary women.

School administrators, teachers, and media specialists in local schools continue to report the value of title II in increasing and improving the curriculum. Many schools have begun to offer short-term, interdisciplinary, minicourses for which there is often no suitable textbook. Teachers and pupils create their own outlines for these new courses, using media purchased with title II and State and local funds. Simulation and games teaching in the area of social issues is reported from Appoquinimink, Delaware. Simulations which have been completed include Amerind, which breaks down stereotypes surrounding the American Indian, and pollution, which teaches local government concepts, and economic and ecological goals.

A wide range of ESEA title II projects in areas of social concerns was reported throughout the States in the Southeast with emphasis on drug education, environmental-ecological science, ethnic studies, and consumer education. South Carolina notes that alcohol and drug abuse programs are reaching scores of learners through ESEA title II funding, using materials students associate with reality. Numerous districts in Mississippi wrote projects for minigrants in the areas of ecology and drug education. Maryland had widespread interest in the acquisition of records, filmstrips, picture sets, transparencies, and kits relating to ethnic and cultural studies. A special grant in North Carolina, in cooperation with Duke University, supplemented a grant from the National Endowment for the Humanities to develop and evaluate African cultural materials for use in North Carolina's public schools. After a summer of study at Duke University, teachers involved in the project use ESEA title II funds to acquire media to use in teaching social studies in their own schools.

Green Oak Center Boys Training School, Whitmore Lake, Michigan, has 75 percent of its students functioning from 6 to 12 years below age-grade norms; 59 percent of these are functionally illiterate (abilities below fifth-grade level). For the past 5 years ESEA title II projects have concentrated principally on audiovisual selections (supplemented by some printed materials), drug addiction, driver education, how to get and keep a job, dating, and family and marital relations.

Schools in Texas have been encouraged to acquire materials supporting identified priority areas such as crime, drug abuse, career education, multi-cultural education, health, art, reading, mathematics and environmental ecological education. Particular assistance to the program development area was in identifying and listing materials and in suggesting

strategies for group and individualized use of materials. Acquisitions of the 20 education service centers in State-identified priority areas are circulated to all schools in the various regions. School districts are able to purchase less expensive items in priority areas and gain access to expensive materials in the priority areas through the regional collections.

Twenty-five percent of the schools in Montana reported that they had ordered materials in the area of social problems. Below are listed a few of these schools and special subjects supported with title II funds:

1) Melstone	Drug Abuse
2) Victor	Ecology
3) Choteau	Urban problems
	Racial unrest
4) Hardin	Indian studies
5) Fishtail	Drug Abuse
	Black folk music
6) Brockton	Indian studies
7) Fortine	Drug Abuse
	Indian studies

Almost $100,000 of title II monies were directed to drug abuse programs in Washington State during the year. Two special needs grants were awarded for cooperative programs in drug abuse for a number of districts. Since most professionals believe that drug abuse is related to poor self-concepts, many more districts and schools are purchasing guidance materials in this area.

Title II worked with the Educational Television Network in the State of Hawaii to provide a program on drug abuse for seventh graders throughout the State. This was extended to include private schools with TV monitors who wanted to participate in the program. Title II purchased pamphlets and paperback books for distribution to students.

An excellent example of ecological/environmental use of ESEA title II funds is provided by Wilsonville Elementary School in Oregon's West Linn School District. Students have developed their own nature trails and park in an area donated to the school, the science curriculum has been shifted to emphasize the environment. ESEA title II special project monies have enabled the school district to grant additional field trip funds for environmental and career purposes. It has purchased a portable videotape and two film loop projectors for the media center. Environmental studies are rapidly expanding from the classroom to the outdoors, and now the curriculum is more oriented to the field.

(4) Use of Materials with Special Groups of Children

Information from title II annual reports from State departments of education show a high degree of attention to the needs of economically and culturally deprived children, children in correctional schools, and children who are otherwise disadvantaged. Although no exact figures on the amounts expended on these children are available, the following figures provide estimates of expenditures for the last two fiscal years:

	Estimated Number of Educationally Deprived Children	Estimated Expenditures for Educationally Deprived Children Under ESEA title II
FY 1972	6,000,000	$10,860,000
FY 1973	5,800,000	10,300,000

Title II funds have also been used to provide paperback books for children housed in migrant farm labor campsites and to provide specialized media for handicapped children, e.g., captioned films for the deaf, picture books, disc and tape recordings, books in large type, books in Braille, flashcards, posters, and other materials.

In New Jersey, title II provides materials for children enrolled in the educational programs of the following special schools:

Arthur Brisbane Child Treatment Center
Hunterdon State School
New Lisbon State School
N.J. Neuro-Psychiatric Institute
N.J. Reformatory for Males (Bordentoon and Annandale)
N.J. State Hospital (Ancora and Trenton)
North Jersey Training School
Training School for Boys
Vineland State School
Wilson School
Woodbine State Colony
Woodbridge State School
Yardville Youth Reception and Correction Center

The District of Columbia, Puerto Rico, and 11 States - Alabama, Florida, Georgia, Kentucky, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia - report the allocation of ESEA title II funds under regular projects and special grants to special education programs for the mentally retarded, blind and partially sighted,

deaf, emotionally disturbed, physically handicapped, and the gifted. Alabama reports that some ESEA title II materials have also been used by homebound students, students in hospitals, and outpatients at mental health centers. In adolescent units of North Carolina mental hospitals, ESEA title II funds are providing books, recordings, and filmstrips for teaching the basic skills. Other sections are purchasing easy books and filmstrips for the educable mentally retarded in support of the Right To Read program. Wright School purchased programed materials, books and periodicals for teacher use in working with students, all of whom have emotional problems and learning disabilities. The North Carolina School of the Arts selected books, slides, transparencies, and charts for inclusion in a humanities program for its students. Two other State schools purchased high-interest, low-vocabulary books; filmstrips; and charts and transparencies in reading, science, and social problems for students with impaired hearing.

Students in state-supported schools for children with special problems, learning disabilities, and physical handicaps participate in the ESEA title II program in the States of the Upper Midwest. The 15 institutions in the Juvenile Division of the Illinois Department of Corrections were awarded basic grants for instructional materials. Library/media personnel from the Illinois Department of Public Instruction assisted this agency in planning the basic project. An additional amount was made available to several of the 15 which had special needs in educational program areas.

Handicapped, bilingual, and other special groups of children attending regular schools have access to specialized kinds of learning resources. Blind students had access to cassettes and recordings in a Michigan high school, while 250 Chicano children in another Michigan school district enjoyed a wide variety of materials of special interest to those with a Mexican-American heritage. Twenty-four of the 250 children gained more than one and a half years in vocabulary skills during the school year. Grand Island, Nebraska, schools have an extensive collection of materials on ethnic minorities, widely used by students and teachers in their social studies classes.

A good percentage of the New Mexico ESEA title II funds is used for programs for the educationally deprived, especially for reading. In school districts located in extreme rural and isolated areas whose problems are identified with culturally disadvantaged youth, libraries are replete with reading and learning materials for bilingual and bicultural children.

The Texas title II program makes provision for the distribution of funds to special education programs in the School for the Deaf, to the School for the Blind, and to other State schools for the mentally and

physically handicapped. Title II provides support to the Gatesville State School and other State correctional institutions for the acquisition of materials to meet the special needs of these students.

To assist school districts in implementing activities that build upon unique racial and cultural patterns and attitudes, the Texas education agency has developed and identified curriculums available to districts. Each school must identify needs of minority group children and expand or modify offerings to meet these needs adequately by incorporating into the educational framework appropriate programs, materials and curriculums. A statewide effort in developing and testing criterion-referenced tests in reading and math is a reflection of the general concern for students from homes where English is not the language spoken. Frequent requests for assistance in identifying materials and sources of materials to support alternate programs are received in the title II office. Responses to these requests include lists of sources of materials which are eligible acquisitions under the title II program.

Title II funds were allocated to schools for use with approximately a million educationally deprived, 200,000 handicapped and 4,500 migrants. Among the special projects in schools receiving these funds are: the Corpus Christi Experiment in Reading for Mexican-American Students; the Creedmore Bilingual School; the Cypress-Fairbanks Demonstration Center for Individualized Instruction; the San Antonio Bilingual Demonstration and Dissemination Center; the El Paso Language Training and Instruction Center; the Aldine Model Educational Demonstration Center for Mentally and Physically Handicapped; and the Bay City project on Exemplary Services for Atypical Children.

In Louisiana ESEA title II materials are used for homebound pupils, pupils in hospitals and correctional institutions, as well as for the mentally and physically handicapped. In addition, the State's Council on the Development of French in Louisiana works closely with the State agency's foreign language materials and ESEA title II office.

A larger number than usual of noteworthy title II projects for the handicapped and other children needing special help were reported from the West.

Kaioli Learning Center is a residential treatment center jointly operated by the Salvation Army, the University of Hawaii, and the Department of Education for 40 students age 7-17 referred by the Department of Social Services, Family Court, or the Military. Equipment and supplies come from other channels of Federal aid such as LSCA title I and ESEA title V. Title II provides materials required to individualize instruction. Seven additional special institutional schools or programs were also served. The Department of Education in

Hawaii is phasing out special schools to the extent possible and providing instruction through regular classrooms with specialist support services as needed. Large-print dictionaries which had been bought with unused title II funds one year were recalled from the schools where they were no longer used and redistributed to schools where special teachers and children with sight problems are grouped.

Among the schools served by title II in Arizona were the Adobe Mountain School and the Arizona Girls School -- both correctional institutions for young women; the Arizona School for the Deaf and the Blind; the Nueva Vista School (a part of the State mental institution); the Jane Wayland School for the Emotionally Disturbed; the Devereux School for the emotionally disturbed; the Valley of the Sun School for the Mentally Retarded; the Garfield School (a private institution for unmarried pregnant girls); and the Creative Center (a school devoted to special education).

B. Introduction of New Types of Media

Because of title II, many children in the northeastern States now have the use of certain types of educational media previously unavailable to them. Among these are 8mm film, tape cassettes, transparencies, art and study prints, mixed media kits, and paperback books. The introduction of such media into elementary and secondary schools means that teachers now have media in enough formats to vary their use and make them available to children according to their individual learning styles. As a consequence, children with minimal reading ability can learn with audiovisual media while they improve their reading by using high interest-low vocabulary reading matter.

The following statements from a selection of the title II annual reports are an indication of the extent of the introduction of new media into schools:

> Connecticut: A survey of reasons given for the purchase of materials with title II funds reveals the following order of "first-time" purchases of media -- filmstrips, micorfilm, tapes, recordings, 8mm films.
>
> Delaware: Many nonprint materials have been added to our school, primarily filmstrips, audio cassettes, recordings, and kits. Probably the largest increase is in high interest-low vocabulary reading materials; however, great care must be taken in selecting these items. Regardless of problems and the need to exercise caution, paperbacks have helped in the Right To Read program.

Maine: The extent to which various materials have been introduced for the first time is probably somewhat greater because for the first time the Department of Educational and Cultural Services has a media specialist who has provided leadership in selection and use of audiovisual materials.

New York: The process of the introduction of various types of materials for the first time is continuing. A type of resource, formerly used on the secondary level only, is introduced into elementary schools. A type of resource that was used in one academic area is now being introduced in another. A type of resource used successfully with a few children is now in use with the larger group. A type of material that has been in use for some time is introduced in combination with another type of resource.

The majority of the elementary and secondary schools have developed in the past few years fairly well balanced collections of all types of print and nonprint materials. However, Alabama, Mississippi and Puerto Rico report, for the first time, intensive acquisitions of art materials such as slides, study prints, and art reproductions. Additionally, Alabama notes widespread purchases of paperback books, slides, transparencies, cassette tapes, and multimedia kits and, to a lesser degree, microfilm, video tapes, and 8mm film loops. In South Carolina, since many media centers are acquiring microfilm readers, and reader-printers, collections are being expanded to include microform, while Virginia reports significant additions of books on microfiche to elementary school collections. Schools in Tennessee are purchasing and utilizing all types of materials such as 8mm film loops, art prints, microform and paperbacks to a much greater extent, ESEA title II funds made these purchases possible.

Two States in the Upper Midwest report substantial increases in audiovisual purchases. Missouri reported 34 percent of its ESEA title II allocation for audiovisual (a 5 percent increase over 1972). In North Dakota, 29 percent of the amount expended for library/media materials from all sources was used to purchase audiovisual materials.

Microform, transparencies, and 8mm loops were three of the most frequently mentioned materials purchased for the first time. Michigan noted that many private schools still had not acquired newer types of equipment; hence the materials they requested were the usual print and nonprint types. Also large metropolitan high schools in Michigan were more likely to purchase microform, but purchases of tape recordings were increasing for both rural and urban school systems.

The new trend in Wyoming is cassette television programs in career education for all subject disciplines. Audiovisual purchases account for a large percentage of ESEA title II money this year. In New Mexico there is an increasing amount of audiovisual materials in school districts of 800 enrollment or less. Other districts supplement libraries with paperbacks and films.

The newest addition to the Texas schools' collections of instructional resources is microfiche. Magazines, newspapers, and out-of-print almanacs and books of State historical importance are among the types of materials on microfiche. More schools are acquiring and using eight mm films, partially because of stimulus from the Education Service Centers which maintain circulating film collections. Listening stations have been added to many libraries in conjunction with audiotapes. New library facilities in many schools are equipped with carrels, some electronically wired for use with audiotapes, while other schools have chosen to purchase cassette players and tapes which may be used in the library and classrooms or checked out for home use. This utilization has been stimulated by tape-duplication capabilities of the Regional Media Centers. Transparencies developed cooperatively by Agency consultants and classroom teachers for use in curriculum development have been duplicated for distribution to schools through the Regional Media Centers. Through the Division of School Accreditation of the Texas Education Agency, many schools with limited funds have been encouraged to update and enlarge small book collections by acquiring paperbacks, participating in regional media collections, and by developing materials locally.

At the regional education centers, the Special Education Instructional Materials Centers are examination centers for new materials, educational games, manipulative devices and media in all formats. The centers are open to all teachers in the region.

Two hundred twenty-four schools in Montana report that on an evaluation form, the percentages of schools introducing the materials below for the first time are:

Materials	Percent
filmstrips	61
tapes and records	58
transparencies	19
maps and globes	12
slides	9
microfilm	3
art prints	3
16mm film	2
8mm film	1.7

Paperback books and transparencies have been quite heavily introduced in large BIA schools with the use of title II funds. Microfilm, 8mm films, and art prints have been put into a few schools in limited numbers. Without title II funds, most of the schools with these multimedia materials would have found a way to do without them.

The novelty of the newer media that has been introduced by use of ESEA II in the Trust Territory has not worn out. Most schools have access to a variety of the newer media forms. However, the acquisition and maintenance of the equipment with which to use motion picture film and transparencies is a major problem. Use of microfilm may be our newest innovation made possible by shared use of public library equipment where available.

Title II has, in the past few years, been responsible for introducing new materials into the schools of Nevada. A microform project in Washoe County School District is a good example.

Great emphasis was placed on and interest shown in the varying forms of microforms available to schools in Washington State to be acquired with title II funds. Learning activity packages and elementary career awareness materials on microfiche were introduced throughout the State.

C. Development of Unified Media Programs

The annual reports of title II programs in the northeastern States continued in fiscal year 1973 to call attention to the contribution of title II in the development of unified media programs. Massachusetts reported that statewide acquisition of nonprint software under title II had increased from about 18 percent to nearly 50 percent in 3 years. In Connecticut, the percentage of 1973 expenditures for audiovisual media was nearly twice as much as for printed materials. Rhode Island reported that for the second year expenditures for nonprint materials exceeded those for print.

Title II coordinators in two States reported statements from media specialists to substantiate their own judgements of title II impact on unified media program development.

> New York: In the primary and intermediate centers, only books were available until the title II grants made possible filmstrips, loops, transparencies, art prints, and recordings. (East Meadows)
>
> Diversified resources are being purchased with title II funds. We have added microfiche and microfilm and kits for individualized instruction. (Albany Public Schools)

Delaware: Title II had had a tremendous impact in unifying the school media program by providing a more adequate collection of print and nonprint materials to meet more recreational and curriculum needs. If it had not been for title II, no audiovisual aids would have been available. More and more teachers and students are using all these materials for classroom units. (Newark)

Title II funds have helped media centers expand, thereby serving all curricular areas and students better than before. The organization of materials and tools within the schools has been unified in such a way that students can assume more responsibility for a considerable amount of learning and information retrieval. Perhaps the most important contribution has been the amount and variety of instructional media available in the schools. This has resulted in the initiation of techniques involving individualized instruction. It is also true that these funds have been the impetus for effectively integrating media into the instructional program. (Seaford)

ESEA title II, through its philosophy and the way it is organized, has assisted in the development of unified media programs in Virginia. The fact that no percentages were mandated to regulate book and nonbook purchases has been most helpful. The actual definition of eligible materials suggests the purchase of a wide range of media. This philosophy is reinforced by a similar kind of administration of State funds for school library resources which places no limitations on the purchase of any of the eligible types of media.

The District of Columbia reports that, without doubt, ESEA title II has had striking impact in the development of unified school media programs. The acquisition of various forms of nonprint material has mandated the acquisition of adequate appropriate equipment, thereby stimulating the use of all types of media in the instructional process. Georgia notes that ESEA title II has contributed to unified media programs by providing books to enable the media centers to meet State and regional standards, thus making it possible for State and local funds to be used for the acquisition of the other types of media needed for a full range of materials.

The impact of ESEA title II on the development of unified media programs in West Virginia has increased in 1972-73. The State plan mandates that all expenditures be in the category of school library resources. This has greatly aided the schools in establishing unified centers, particularly on the elementary level. Some counties have continued to establish one elementary center each year as was done in 1970-71. Kanawha County has almost reached its goal of a center in each school.

In Montana, title II funded programs at Yellowstone Boy's Ranch Great Falls School for the Deaf and Blind, Mountain View School and Pine Hills School (both are correctional institutions), Montana Children's Center and Montana State Prison. Title II funds were also used to support programs for the handicapped and the disadvantaged at the district level. For instance, the Missoula elementary schools established a language arts program for hearing-impaired children, and Conrad High School had a learning laboratory for poor readers.

Each school in Montana can purchase materials which fulfill its own educational needs. Consequently, a school such as Kinsey can order materials for a dyslexic child, or schools on the Indian reservations--Hardin, St. Ignatius, and Edgar, for example--can order materials which will help their students learn to read.

A recent survey in Missouri indicated that over 80 percent of Missouri's schools had developed or were working toward media centers. In North Dakota unified media programs prior to 1965 were virtually nonexistent; however, the 1972-73 annual reports show that 148 schools had unified media centers. Fifty-five schoolsdistricts in Ohio centralized elementary school classroom collections during fiscal year 1973. Indiana showed a gain of 492 media centers in 4 years. Nebraska reported:

> The impact of title II in promoting unified media programs cannot be overlooked. Without the title II program to call attention to media, to media personnel, to media centers (and libraries), to media programs, there would undoubtedly have been the most fragmentary growth in media programs across the State. It was and still is a driving force behind the whole concept of media.

Idaho, Louisiana, New Mexico, Oklahoma, Utah, and Wyoming report that schools continue to develop unified media programs to provide for a full range of materials. Teachers frequently indicate that this has increased their effectiveness in teaching as well as enhancing children's learning.

Texas schools may purchase either book or nonbook materials with title II funds, and 70 percent of the total allocation must be spent for materials that are circulated from a central collection. Many schools have initiated and expanded the collections of nonbook materials to supplement the book collections.

The Texas Education Agency's commitment to the concept of the library as a collection of all types of materials appropriate to the school instructional program is reflected in the administration of title II at the State and local district levels. A large proportion of the State's nearly 4,000 centralized libraries have as one of their

functions the acquisition and circulation of nonbook materials. Complementary inservice education programs offered by the Education Service Center media components to interested librarians and teachers support the title II acquisition program in the nonprint area. Workshops and consultative assistance have enabled librarians to achieve competency in equipment operation, simple production techniques, simple photographic processes, and media utilization techniques.

Seventy-six percent of 224 schools in Montana reported that they had purchased audiovisual materials with title II funds. At least one school, Lodge Grass High School, reported that they were developing a unified program:

> Most of the materials acquired were AV materials. In the areas of instruction, the materials provided for the beginnings of a centralized AV collection.

Four percent of the schools made audiovisual materials their top priority. A report from Yellowstone Boys' Ranch illustrates graphically what impact teachers felt audiovisual material had upon their schools.

> Ninety-four percent of our student body...made significant progress in academic areas this year. A large share of the credit needs to go to the available audiovisuals.

White Sulphur Springs High School said they had acquired a microfilm reader previously, but that their library of microfilms was very small before they received title II funds. Montana schools want materials for their media programs, and teachers' comments indicate that they contribute more diversity of material for teachers and students.

Without exception, the States, outlying areas, and the Bureau of Indian Affairs grouped for title II administration as the Western area, reported gains in attaining more audiovisual materials to balance the print and provide equipment for teacher and individual pupil use, either through direct funding or the influence of title II.

With support from title II, most school libraries in Guam have been improving and making the change from library to media center with both print and nonprint and the equipment necessary for their use. Individual viewers and record players are provided teachers so that they may preview filmstrips and disk recordings before deciding to use them.

Without ESEA II most of the Trust Territory unified school media programs would be unable to continue to provide a fresh supply of new materials. Some centers have reached a point where they are replacing film titles with new prints of the popular titles. Without ESEA II such continued provision of titles teachers rely on most would, in most cases, be impossible.

Unified school media programs with a full range of organized materials have been most fully implemented with title II assistance in schools in the three largest Nevada school districts: in Las Vegas, Reno, and Carson City. Funding limitations have prevented smaller districts from establishing sophisticated unified programs, but they have begun with title II help and encouragement.

Since 1965, title II monies have probably been the most instrumental factor in the increase of learning materials other than print in Washington State school learning resources centers. The fact that, in fiscal year 1973, 55 percent of title II funds was spent on nonprint materials indicates this and also reflects the recommendation of State standards that after the basic collection of print and nonprint standards is achieved, the budget should generally include 50 percent on print and 50 percent on nonprint acquisitions.

6. DISSEMINATION ACTIVITIES

All northeastern States prepared and disseminated in fiscal year 1973 the regulations, guidelines, and forms which explained the policies and procedures established for the administration of the title II program in their respective States. Information has also been disseminated identifying those schools participating in the program and the amounts and types of grant awards made.

Many States, among them Delaware, Massachusetts, and New York, have regular newsletters which go to media specialists and other individuals to provide information concerning program activities and a calendar of events. Newsletters often provide items of interest concerning materials, opportunities for continuing education, innovative and exemplary programs, and special bibliographies. In New York, a resume of ESEA title II activities was published in Federal Legislation and Education in New York State, a publication widely used by State and Federal legislators. Articles on title II were regularly used in Rhode Island's "Interrobang," a departmental publication regularly distributed to about 15,000 educators and parents.

Pennsylvania staff prepared a slide presentation about the examination centers and their role in the selection and evaluation of media. The presentation has been widely used in the State and shown to the State Board of Education and the U.S. House of Representatives Subcommittee

on Education. News stories about the program in Connecticut, Maine, New Hampshire, New York, and Rhode Island have appeared in local newspapers and State education journals.

Georgia, Kentucky, North Carolina, and Virginia report the use of television programs to disseminate general information about the ESEA title II program and to publicize special features and accomplishments. In Virginia, for example, the plans for the Educational Media Examination Center located in the School Libraries and Textbooks Service Division were publicized by a newspaper article which was given promotion by a number of television stations.

The District of Columbia disseminated information about the ESEA title II program by producing a film loop which gave specific information about the program. This loop was used at the Division of Federal Programs' local education fair. Attendance at this fair included city council members, school board members, educational administrators, teachers, paraprofessionals, and community representatives.

Alabama school systems were given an opportunity to display outstanding programs being conducted at the local level during the annual convention of the Alabama Education Association. At the Mini-Education Fair held in the convention hall at least one-third of the exhibits pertained to the ESEA title II program.

North Carolina produced a sound-slide presentation about the purposes and duties of the Division of Educational Media, which included the activities of ESEA title II. This program was presented at the annual Superintendents' Conference, the Assistant Superintendents' Conference, Principals' Conferences, Educational Media Clinics, and at a meeting of the State Board of Education.

Other methods of dissemination were workshops, school bulletins, memorandums, newsletters, newspaper articles, radio programs, speeches, open house "shows," guidelines, leaflets, brochures describing special projects, reports. These were used by all States.

Brochures, guidelines, bibliographies, and slide-tape presentations were developed and distributed. Michigan and Iowa each developed a slide-tape presentation about the ESEA title II program. Daily and weekly newspapers carried feature articles about ESEA title II and other reading projects.

Present methods of disseminating information about ESEA II by the State Department of Education in Montana encouraged 516 of 610 schools eligible to participate, an increase of 3.5 percent over the previous year. In fiscal year 1973, title II information was disseminated in Texas through the following techniques:

1. A 30-minute videotape featuring learning resources centers (libraries) -- prepared for distribution through commercial channels to publicize innovative and modern library practices and services, with an 18-minute version prepared for distribution to education service centers and school districts.

2. A description of the library program as a major source for individualizing instruction -- approved for inclusion in the "Demonstration Schools for Individualized Instruction" project.

3. Information concerning a coordinated plan for making instructional materials available to all teachers and students -- disseminated to over 5,000 administrators and librarians and the effective use of title II funds emphasized.

4. A section meeting at the Administrator's Conference on the Consolidated Application for State and Federal Assistance including the title II program.

5. A similar program -- offered on a regional basis in the 20 Education Service Center Regions to reach a larger audience and give more technical assistance to local education agency personnel in effective utilization of materials with respect to school needs and curricular projects.

6. Two annual meetings scheduled with large city library supervisors and title II staff to stimulate and emphasize the potential of the title II program to contribute substantially to curricular change and to facilitate learning.

7. Regional meetings with librarians to stress the title II program as a major source of acquisitions in the transitions to unified media centers that support all aspects of the curricular program.

The States in the Western area informed their constituencies about their title II program through a number of mediums, chief among which was department of education newsletters. The Board of Regents of the Department of Education in American Samoa began operations in fiscal year 1973. A report was given them on the operations of title II. State legislators were invited as guests and speakers to the joint conference of the Arizona School Library Association and the Arizona Association for Audiovisual Education.

The slide-tape presentation relating the title II State plan program to Nevada's Ten Common Goals for Education was available to local educational agencies for information and promotional use.

The rural villages of Alaska have time spots on local radio for educational news, including information about the BIA-administered title II program. Radio stations at Window Rock, Arizona, headquarters of the Navajo Nation, give information in the Navajo language to the outlying communities on educational programs.

One of the most successful efforts in dissemination of information about the title II program in California to influential groups among educators and communities was the Educational Technology Workshop held in Sacramento attended by local county administrators. Presentations were developed from ESEA title II Phase II projects of outstanding merit. Evaluation of the workshop showed very clearly that administrators were interested in the incorporation of media centers in the learning program and were anxious to have more information on pursuing this profitable incorporation. On the community level, a number of presentations on public television stations have been successful in eliciting public interest in the development of media centers in schools. One such presentation high-lighted the Phase II project in the Cathedral Oaks School, Goleta, Santa Barbara County.

7. NEEDS

Title II coordinators continue to report on needs for instructional materials in many subject areas for use in elementary and secondary school programs and needs for State, school district, and building level media personnel to provide effective media services to education.

Critical Needs for Materials

Although printed materials on many levels and in many different subject areas are still needed in schools in the northeastern States, the greatest need is for audiovisual materials. Needs for elementary and middle schools in both print and nonprint materials continue to outweigh the needs of secondary schools. Needs for media in certain subject areas appear to be common for most States. Areas most frequently mentioned are reading, career education, materials on the black experience, minority studies, the status of women, metrication, environmental studies, consumer education, early childhood materials.

New Jersey reported:

> The title II applications show that most schools need to increase book collections. The statistics show that there are eight books per child in the media centers and expenditures for nonprint material are far below that which is

> recommended for a quality collection. Statements of proposed areas of expenditures indicate that ecology, the black experience, and high-interest, low-vocabulary reading materials are areas of need. Elementary school media centers are still behind secondary schools in the size and variety of materials available in collections.

Connecticut also provided an interesting commentary:

> Two recent Connecticut assessments provide indicators of critical need areas for instructional materials. An assessment of reading skills of children aged 9, 13, and 17 in Connecticut's largest communities found them significantly below national achievement norms in reading, suggesting that there is a need for materials to meet the special learning requirements of inner-city children. A second survey, Connecticut Citizens' Response to Educational Goals, 1971-72 may lead to other critical areas of need for materials. The study found that there is a difference between what pupils think important and what adults think important. For example, in science, pupils were much less interested than their parents. A lack of the right kind of motivating materials may have been a contributing factor.

Needs for instructional materials are critical throughout the States in the Southeast region, with Florida, Georgia, Kentucky, North Carolina, and Tennessee citing needs for all types of materials in all grade levels and subject areas. Reading materials are in the greatest demand, from resource materials to support all types of reading programs in the District of Columbia, to assist the underachiever in reading at all levels in Mississippi, and to supply easy materials for the beginner and paperbacks for the reluctant in North Carolina. Closely following reading were materials for career education, drug awareness, ethnic studies, family life, ecology and environmental science, and materials for use in the study of foreign languages, particularly Spanish.

Maryland expressed a need for materials for secondary schools where minicourses are developing and where individually prescribed instructional programs are being implemented. This same need was voiced by Alabama, Florida, Kentucky, North Carolina and South Carolina. Puerto Rico, North Carolina, South Carolina, Virginia. West Virginia listed critical shortages of materials for early childhood, kindergarten and primary programs. Puerto Rico again listed elementary textbooks as a critical need due to increasing enrollment and revisions in curriculum. Kentucky reported the need for some textbooks, grades 7-12. The overall need listed as most critical is the need for audiovisual materials of all kinds.

Both print and nonprint materials to support instruction in the elementary grades is the most critical need in the Upper Midwest States. Needs assessments in Michigan and North Dakota show that reading and communication skills in all subjects show the greatest needs for improvement. High-interest, low-vocabulary materials were mentioned by a majority of the States as the kind of printed materials they needed most. Materials to support career education in elementary education, ecology, and drug education were also mentioned.

In the States of the Upper Midwest, up-to-date nonprint professional materials for teachers on innovative teaching-learning practices and programs are needed. A need in the administration of materials is extensive weeding of collections in both large and small school districts. North Dakota indicated that, if a better job of weeding were done, it would be easier for administrators to see the need for additional support to replace the "discards" and to aid other titles as well.

The States in the Mid-Continent Region still indicate a critical need for materials at all levels and in all types of formats. Wyoming and Louisiana express special needs for audiovisual and career education materials. New Mexico's greatest demand is for audiovisual materials for the primary and intermediate grades.

An indication of need in Utah has been drawn from a summary of the current status studies of media provisions under the Integrated Media Program. The summary includes 28 districts with 229 elementary and 115 secondary schools, and represents 118,611 elementary and 93,788 secondary students. This number is approximately 70 percent of the total State enrollment.

The summary indicates that on a scale of 0-4 (State Media Standards) the average of total achievement is 1.1. This is very low and indicates critical needs in all areas of materials. There has not been an analysis of the findings by subject or by grade level, but the summary provides State averages by type of material. Pamphlets, clippings, and ephemeral materials are highest on the scale (2.5) because these collections are collected by media personnel at little or no cost. Globes are second highest (2.4) because the majority of these were purchased with title III NDEA funds. The remaining materials items rank very low and indicate a dire need for greater funding in order to reach standards established for the State in media facilities. (See table, page 90 Utah District Media Summary.)

Utah

**=100 percent

DISTRICT MEDIA SUMMARY

Date: 10/25/73

Number of Districts: 28 Number of Elementary Schools: 229 Number of Secondary Schools: 115
Current Elementary School Enrollment 118,611 Current Secondary School Enrollment 93,788

Current Status on Scale of State Media Standards
and Percent of Schools

V. MATERIALS	N %	N %	N %	N %	N %	AVG
A. Books (Non-Text)	28/ 8	103/29	156/45	41/11	17/ 4	1.8
B. Magazines	41/11	135/39	103/29	47/13	19/ 5	1.6
C. Newspapers	149/43	85/24	71/20	28/ 8	12/ 3	1.0
D. Pamph., Clip., & Eph. Mat.	59/17	45/13	33/ 9	83/24	125/36	2.5
E. Filmstrips	104/30	142/41	71/20	23/ 6	5/ 1	1.1
F. 8mm Films	285/82	38/11	7/ 2	9/ 2	6/ 1	.3
G. 16mm Films & Video Rec.	92/26	80/23	64/18	99/28	10/ 2	1.6
H. Tape & Disc Audio Rec.	243/70	80/23	17/ 4	5/ 1	0/ 0	.4
I. Slides	249/72	70/20	18/ 5	7/ 2	1/ 0	.4
J. Study Prints	162/46	103/29	47/13	20/ 5	13/ 3	.9
K. Art Prints	228/66	88/25	20/ 5	5/ 1	4/ 1	.5
L. Globes	54/15	48/13	48/13	79/22	116/33	2.4
M. C.H. Transparency/Masters	204/59	97/28	26/ 7	12/ 3	6/ 1	.6
N. Prof. Coll., Books	168/48	125/36	33/ 9	14/ 4	5/ 1	.7
O. Prof. Coll., Magazines	168/48	123/35	45/13	7/ 2	2/ 0	.7
P. Prof. Coll., Guides	92/26	123/35	110/31	13/ 3	7/ 2	1.2

Critical needs for instructional materials in Texas schools exist in the following areas:

1. Materials in all formats, grades levels and subject areas to implement alternate curricula reflecting ethnic and minority views, life styles, cultures, and learning styles

2. Career education materials in all formats for grades K-6

3. Spanish language materials and English language materials in all formats at elementary grade levels to implement bilingual instruction and learning

4. Materials in all formats to support individualized instruction aligned with the Right To Read Effort

5. Visual materials that are inductive in approach in the English Language Arts content at all grade levels

The statewide needs assessment in Idaho did not identify critical needs for instructional materials by subject area, grade level, or type of material. In 1970, it showed the library and instructional materials generally as a very critical need. An updating of this study was conducted in June 1973 and showed this area still critical.

An analysis of the Montana State accreditation reports and information reported to the State supervisors of instruction indicated a decreasing need for library books and an increasing need for periodicals, audio-visual and other printed materials in all subject areas and grade levels. A need still exists in many schools for central libraries as an aid in facilitating the media center concept of instruction. These needs were considered in the development of the new State plan for ESEA title II.

Some needs which can be generalized from information on the accreditation reports are listed:

1. Since there is a trend towards teaching social problems, a need is felt for materials on these subjects, especially in the elementary grades

2. For social studies and history, there is a need for maps, especially physical-political and topographical maps and globes at all grade levels

3. Teachers are increasing assignments involving research and independent study, creating needs for reference materials. Six percent of the schools ordered periodicals because these subjects were weak areas in their libraries

4. On the primary level, phonics tapes and other materials for poor readers are needed; in the upper grades, paperback books are in demand

American Samoa and Guam expressed great need for materials to teach language (Samoan and, in Guam, Chamorro), culture, customs, and history to support course offerings in American Samoa and to implement priority goals set by the Department of Education in Guam.

High-interest, low-reading level materials in all subject areas were identified as great needs, not only in American Samoa and Guam, but also in Arizona where there are large numbers of pupils who do not speak English as their first language. Although appropriate printed materials are still needed in BIA schools, audiovisual materials, especially filmstrips, filmloops, recordings of all kinds, are in even greater demand. In Arizona, each school was requested to make its own needs assessment and to furnish the ESEA II office with a brief account as to how they arrived at their priorities. Frequently listed were the following:

Books with accompanying records or cassettes
Career-oriented materials
Materials relating to current problems
Microfiche and microfilm
Nonprint materials for schools converting conventional libraries into media centers
Materials for students learning English as a second language
Materials relating to ethnic groups represented in Arizona
Manipulative games, flash cards, flannel board kits, and so on which are not eligible for purchase
Paperbacks

The Nevada needs-assessment program has identified the area of basic skills as the State's most pressing educational need. In addition, a priority concern has been established by the State agency for career education. Instructional materials are especially needed in career education, reading, and mathematics. Grade levels with needs include middle school grades and junior high school grades. Types of materials needed include printed materials and audiotapes.

The subject areas which seem to hold priority in Oregon schools are reading, career education, science, mathematics, and social studies. Career and vocational education have a high index of need at the secondary level. More title II funds are spent at the elementary level than at the secondary level. The greatest need for materials at the elementary level is in grades K-4. Other needs which require large quantities of newer, unique and more sophisticated materials may be listed as follows:

- Interesting and easy to understand materials for beginners, slow learners, and children with handicaps which impede the learning process

- Reference materials pertaining to trades, industries and careers

- Economics, political science, local government and international relations materials

- Newer instructional materials required by psychology, sex education, drugs and narcotics

- Increasing amounts of materials for oceanography, the cultural heritage of minority groups, bilingual education, environmental education, moral and ethical values

The emphasis on early childhood education in California is already bringing requests for a multitude of materials geared to individualized instruction at the K-3 level.

Introduction of the metric system as a primary thrust in national education will bring a tremendous demand for materials for all grade levels and abilities. Development of a "salable product" for high school graduates is necessitating a retooling of the curriculum in many high schools, accompanied by a demand for appropriate materials.

Manpower Needs

Although great strides have been made in the northeastern States in increasing the manpower needed for school media programs, the need for media personnel in State departments of education, intermediate agencies, school district central offices, and local schools continues. Following are typical comments regarding the need for State department of education staff:

> Connecticut: At the present time, the greatest need for State administration is for sufficient clerical and related services. As the title II program moves away from a relatively uncomplicated type of grant program to more complex ones such as those developed in our title II Right To Read efforts, additional professional staff will be needed.

> Maine: Our State media staff needs the support of paraprofessionals, especially in the graphics and technical area.

Massachusetts: Our need for State staff is critical. At present there are only two school media positions in the State department of education and one will be lost if ESEA title II is not continued.

New Hampshire: The position of consultant in school library services was filled shortly after the end of fiscal year 1973. For the first time, New Hampshire has two specialists in the library and media field.

New York reports heavy cutbacks in the number of district supervisory personnel. The need in the larger cities of the State is particularly great and several smaller cities and larger suburban districts have abolished or not filled supervisory positions. These cuts are coming at a time when the need for coordinated and effective building programs is great. The need for staff development and program assistance puts an added burden on State staff, which can be met only to a limited degree. New Jersey also reports that the lack of district coordinators is serious although the need is being met to a degree by having regular meetings of building personnel and by selecting a chairman who assumes some coordinating functions.

Pennsylvania reports:

> Some school districts have cut down on their professional library staff and are substituting aides as an economy measure; however, this is not happening in districts with good programs. Only a handful of secondary schools have enough staff to offer good service but again the reduction is for economic reasons. To provide the kind of service recommended by State standards, 1,000 media specialists would be required.

The Massachusetts coordinator reports a similar situation:

> There is great need for professional media staff in local schools. Several key school districts have studied or implemented the substitution of subprofessional appointments for hitherto or potential professional positions. This is due not only to the very real financial crunch in school budgets but to the persistent lack of sensitivity of school officials and school committees to the full possibilities of media programs in schools.

In the Southeast region the District of Columbia and seven States -- Florida, Kentucky, Maryland, North Carolina, Tennessee, Virginia, and West Virginia - give insufficient State professional staff as a deterrent to optimum effectiveness of the administration of the school

media program. The District of Columbia needs additional consultative personnel to give assistance to teachers and media specialists in the proper use of materials. Maryland needs to add additional field staff to give adequate service to systems with no media coordinators, and needs to expand the educational technology staff to assist local education agency personnel in designing, promoting, and establishing effective programs. North Carolina needs additional staff to conduct intensive surveys and statistical analyses of the private schools of the State. Puerto Rico needs additional State clerical staff.

In Alabama, only 12 of 126 school systems have media supervisors. Florida needs 30 to 40 district supervisors. Kentucky, North Carolina, Mississippi, South Carolina, and West Virginia all feel that district media coordinators would greatly strengthen the media program. Puerto Rico needs film librarians for its regional centers and technicians trained in the use and maintenance of equipment.

All States need additional media personnel at the building level. Many large schools are served by only one media specialist; in these cases, additional specialists are needed to do an adequate job. In other cases, there is still the need for one professional media specialist to administer the program. Alabama needs many elementary school specialists; Florida, Georgia, Mississippi, and West Virginia need building level specialists at all grade levels. In addition, all 13 reporting States list a need for clerks, aides, volunteers, paraprofessionals and technicians. Virginia reports difficulty in obtaining media specialists for many schools in rural areas.

Tennessee summarizes the manpower needs of State, district, and local school media programs in a way that typifies the needs of the region.

> The lack of adequate staff at the State level to provide the individual assistance needed to conduct workshops and to help plan media programs at the district and the school building level hampers to a large degree the effective administration of the school media program. The needs at the district and the building level vary according to the local leadership, the size, and the wealth of the system. At all levels - State, district, and local school - there is a shortage of well-trained media personnel to do the job as it should be done.

Every State of the Upper Midwest indicated a severe shortage in elementary school media staff. For example, if all the elementary school media centers in Illinois and Ohio were staffed with professional media personnel to meet State standards, more than 8,400 additional staff would be needed (5,682 in Illinois, and 2,718 in Ohio). Because the position of district media supervisor has not previously existed in

many districts, it is difficult to project the number of district supervisory personnel actually needed. Eight of the 12 States in the Upper Midwest cited a need for additional State personnel. During fiscal year 1973 and early 1974 cutbacks in State personnel were a result of the non-release of a part of fiscal year 1973 ESEA title II funds and late release of fiscal year 1974 funds. Because of the funding problems mentioned above, Illinois cut its media staff from eight professional staff members to two.

The results of an April telephone survey in Wyoming indicated that a total of 40 qualified librarians and 65 library aides were employed in 20 school districts in western Wyoming. It appears that newly reorganized school districts are employing qualified librarians as program directors by placing aides in individual building libraries. The superintendents are requesting inservice workshops in media for library aides and indicate a willingness to pay the cost for this training.

A library technician program is being planned for the Laramie County Community College in Cheyenne, and courses in library training will be conducted in community colleges throughout the State. This training program will include book selection and processing, audiovisual equipment operation, distribution of materials, local production of materials and shared library services.

The shortage of manpower in Utah is at all levels. There is a need for a State utilization specialists to provide leadership in effective use of all media resources, such as educational television and various other nonprint facilities and materials. Only two of the larger districts have full-time district media coordinators or administrators. In all other cases the media coordination assignment is given to already overworked staff members on a part-time basis, or it is assumed by the superintendent in some small districts where there is no central instructional staff.

Many smaller districts have attempted to alleviate the problem by pooling meager resources and obtaining services on a regional basis. This has been a valuable personnel resource but in many instances is still spread too thinly. There is also a critical shortage of professional media personnel in local schools because of budget limitations.

Full-time media personnel in Utah are for the most part limited to secondary schools. In many instances these people have little or no clerical help and must rely on student assistants or community volunteers. Those smaller secondary schools which have professionally trained personnel give multiple assignments and are unable to provide adequate media services.

At the elementary level only the larger urban districts generally provide media coordinators for their schools. In Salt Lake District full-time media coordinators who had been in elementary schools for several years were reduced to half-time in fiscal 1973. They were compelled to cover two schools or accept a half-time teaching assignment. The majority of elementary schools in the State have to rely on part-time personnel or utilize aides or volunteers to provide some media service. This situation seriously handicaps the development of fully functioning media programs.

The shortage of staff is compounded in New Mexico school districts by the practice of diverting funds for library personnel to other budget items; in addition, nonlibrary responsibilities are being given to currently employed librarians.

The critical need for State, district, and school personnel in Texas requires a program of State funding of library personnel for all public school districts.

The Idaho State agency needs at least one additional media specialist. Educational television has increased within the State, and there are more demands on the consultant for educational media for consultative service to coordinate as well as to select materials to supplement the television programs.

Every secondary school in Idaho has employed the number of media personnel required to meet accreditation standards. However, there are no accreditation standards for elementary and junior high schools, per se. The State guidelines, Your Media Program, K-12, provides standards for all levels but are not mandatory. Some schools have the services of the high school media specialist on a part-time basis, but the great majority of elementary media centers are administered by aides. Professional people are available for some of these positions, but school district budgets do not seem to stretch far enough. Aides have provided more service than the elementary school had had so there now seems to be a general apathy among administrators to staff the elementary media centers with professional people.

In Montana supervisors are needed to assist in the development of libraries and to provide inservice training for teachers and librarians. For the past 2 years, the Office of the Superintendent of Public Instruction has needed a library supervisor but, because of lack of funds and the difficulty in funding a qualified person, the Office has been unable to fill the position. The resignation of the media supervisor during the past year has created a similar replacement problem. A shortage continued of district and school librarians and media personnel.

Additional State media staff are needed in Guam. Arizona has insufficient staff to handle all media-related assignments, administer the title II program, and provide needed services to the districts and schools over Arizona's large geographic area. The California State agency has lost positions at the same time that demands for services were increasing. Additional positions are necessary simply to keep abreast of the growth in school population and its vital need for leadership in the media field.

American Samoa expresses the need for inservice training for personnel handling audiovisual requests, and the Trust Territory of the Pacific Islands has found a need in school districts for audiovisual repairmen. The capability for bookbinding and repair are also lacking. Given the distances, it is not practical to think in terms of transporting books for the purposes of binding or repair, but few schools or libraries have personnel with the training required to fulfill this need. American Samoa's resource centers now being built to serve elementary schools must be staffed, and elementary schools lack library facilities and staff. The general need for school media personnel in the Trust Territory far exceeds funding capabilities. Small schools administered by the Bureau of Indian Affairs do not have professional media staff, and frequently do not even have a full-time media aide.

At the district and school levels in Nevada, some local educational agencies evince a need for media center personnel at elementary, middle school, and junior high school levels.

District budgets in California reflect an increasing thrust for economy resulting in the replacement of professional personnel with clerical personnel and the inevitable lessening of quality performance. Many of the districts lack qualified media personnel, particularly in the medium and larger sized districts. These people, if available, could render a great service by assisting teachers in the selection of materials at all levels of the curriculum. They could also train teachers and students in the proper use of materials and equipment. A key person in charge of title II in a local district is a valuable asset.

Library/media centers in Oregon's very small schools have come a long way but in a great many cases just have not made it. This is largely due to lack of sufficient funds at the district level and their inability to hire competent and qualified media personnel. These little schools make up the major portion of the local agencies which do not participate in title II.